REPORT RESUMES

ED 013 604 JC 660 224

*ENGLISH IN THE TWO-YEAR COLLEGE--REPORT OF A JOINT COMMITTEE OF THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH AND THE CONFERENCE ON COLLEGE COMPOSITION AND COMMUNICATION.

BY- WEINGARTEN, SAMUEL AND OTHERS
NATIONAL COUNCIL OF TEACHERS OF ENGLISH

PUB DATE 65
EDRS PRICE MF-$0.50 HC-$5.12 128P.

DESCRIPTORS- *JUNIOR COLLEGES, *LITERATURE, *ENGLISH INSTRUCTION, *ENGLISH CURRICULUM, TEACHERS, TEACHER QUALIFICATIONS, TEACHER EDUCATION, *COMPOSITION (LITERARY),

THIS REPORT OF A NATIONAL SURVEY OF ENGLISH PROGRAMS IN 2-YEAR COLLEGES IS BASED ON INFORMATION RECEIVED FROM 239 INSTITUTIONAL SOURCES, 187 DEPARTMENT CHAIRMEN, AND 292 TEACHERS. ATTENTION IS GIVEN TO (1) THE NATURE OF THE PROGRAM, INCLUDING SCOPE, TEACHING LOAD, CLASS SIZE, STATUS OF DEPARTMENT CHAIRMEN, AND RECRUITMENT OF TEACHERS, (2) ENGLISH REQUIREMENTS FOR GRADUATION, (3) PLACEMENT OF STUDENTS IN COMPOSITION COURSES, (4) THE NATURE OF THE REGULAR ENGLISH COMPOSITION COURSE, (5) REMEDIAL ENGLISH COURSES, (6) HONORS COURSES, AND (7) TEACHERS' PROFESSIONAL QUALIFICATIONS. PROBLEMS ARE IDENTIFIED IN SUCH AREAS AS (1) EFFECTS OF THE "OPEN DOOR" POLICY, (2) NECESSITY FOR REMEDIAL PROGRAMS, (3) MAINTENANCE OF STANDARDS, (4) MOTIVATION, (5) CLASS SIZE AND TEACHER LOAD, (6) TEACHER ATTITUDES AND PROFESSIONAL QUALIFICATIONS, AND (7) ARTICULATION. THE AUTHORS' RECOMMENDATIONS INCLUDE (1) ORGANIZED PROGRAMS OF SELF-IMPROVEMENT FOR ENGLISH TEACHERS, (2) ESTABLISHMENT OF EXPERIMENTAL CENTERS FOR IMPROVEMENT OF REMEDIAL COURSES, (3) ESTABLISHMENT OF GRADUATE COURSES IN THE TEACHING OF REMEDIAL ENGLISH, (4) WORKSHOPS FOR DEVELOPMENT OF TERMINAL ENGLISH COURSES, (5) IMPROVED RELATIONS BETWEEN SCHOOLS OF EDUCATION AND ENGLISH DEPARTMENTS, AND (6) IMPROVEMENT OF THE TEACHER TRAINING PROGRAM. A BIBLIOGRAPHY IS INCLUDED. (WO)

English in the Two-Year College

ED013604

JC 660 224

ERIC

Samuel Weingarten, Chairman

Frederick P. Kroeger, Associate Chairman

National Council of Teachers of English

508 South Sixth Street

Champaign, Illinois 61820

ENGLISH IN THE TWO-YEAR COLLEGE

NCTE

ERIC

ENGLISH IN THE TWO-YEAR COLLEGE

REPORT OF A JOINT COMMITTEE

of the

NATIONAL COUNCIL OF TEACHERS OF ENGLISH

and the

CONFERENCE ON COLLEGE COMPOSITION AND COMMUNICATION

Samuel Weingarten, Chairman
Frederick P. Kroeger, Associate Chairman
William C. Doster
Dorothea Fry
Earle G. Eley
Leon Reisman

BIBLIOGRAPHY BY

Ernest Fleischer
John M. Gazda
Inez Frost
Jack Harvey

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

UNIVERSITY OF CALIF.
LOS ANGELES

NOV 15 1966

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

NATIONAL COUNCIL OF TEACHERS OF ENGLISH

JC 660 224

"PERMISSION TO REPRODUCE THIS
COPYRIGHTED MATERIAL HAS BEEN GRANTED
BY National Council of
Teachers of English (D. Worthen)
TO ERIC AND ORGANIZATIONS OPERATING
UNDER AGREEMENTS WITH THE U.S. OFFICE OF
EDUCATION. FURTHER REPRODUCTION OUTSIDE
THE ERIC SYSTEM REQUIRES PERMISSION OF
THE COPYRIGHT OWNER."

Copyright 1965

National Council of Teachers of English
508 South Sixth Street
Champaign, Illinois 61820

PREFACE

This study would not have been possible without the cooperation of the 479 English teachers in 239 two-year colleges who gave their time and effort in answering the two questionnaires which the committee sent to them. We express here our heartfelt thanks to them. For their interest in our project we also express gratitude to Thomas Merson, Assistant Director for Commissions of the American Association of Junior Colleges, and the junior college presidents and deans on the Commission on Instruction who made many valuable suggestions. The processing of the data for the study was made possible through the interest and generosity of former Executive Dean Clifford Erickson and Executive Director Oscar Shabat of the Chicago City Junior College, and through the services of the Data Processing Bureau of the Chicago Board of Education. Anthony Brenner of the Chicago City Junior College (Wright Campus) was of invaluable service to us in the preparation of the material for data processing. The administrative officers in all of the colleges where members of this NCTE-CCCC committee teach were helpful to us. William Koehnline, formerly Chairman of the Language Department, Flint Community Junior College, deserves our appreciation for his cooperation.

From the inception of the project in the Executive Committees of the National Council of Teachers of English and the Conference on College Composition and Communication we have had continuous encouragement and help from James R. Squire, Executive Secretary of NCTE, and from our liaison officers of both organizations, Autrey Nell Wiley, Dean of the College of Arts and Sciences of Texas Woman's University, Glenn Leggett, President, Grinnell College, and formerly Provost of the University of Washington, and Robert M. Gorrell, Professor and Chairman of English at the University of Nevada. We have been continuously grateful to them. To Claire T. Ruder of the NCTE office belongs the credit for shaping the manuscript for publication and guiding it through the production. To all of these persons whom we have mentioned and to others who have helped us in various ways we here express our indebtedness and our sincere appreciation.

SAMUEL WEINGARTEN, Chairman
Chicago City Junior College
(Wright Campus)
FREDERICK P. KROEGER, Associate Chairman
Flint Community Junior College, Flint,
Michigan

NCTE COMMITTEE ON PUBLICATIONS

James R. Squire, NCTE Executive Secretary and CCCC Executive Secretary-Treasurer, *Chairman*

Glenn Leggett, Grinnell College

Virginia M. Reid, Oakland Public Schools, Oakland, California

Frank E. Ross, Oakland County Schools, Pontiac, Michigan

Enid M. Olson, NCTE Director of Publications

CONSULTANT READERS

Harold B. Allen, University of Minnesota

Richard M. Bossone, University of California, Riverside

Edward P. J. Corbett, Creighton University

Eugene F. Grewe, University of Detroit

TABLE OF CONTENTS

Page

Preface iii

Introduction xi

The Two-Year College Situation 1

English Requirements for Graduation 17

Placement in Composition Courses 19

Methods of Placement in Composition Courses 22
  Standardized Tests 22
  Other Methods of Placement 24

The Regular English Composition Course 29
  Grammar, Linguistics, and Semantics 29
  Logic 32
  Imaginative Literature 33
  Speech 33
  Amount of Writing 34
  The Research Paper 37
  Teaching Methods 38
  The Syllabus 39
  Textbooks 41
  Supplementary Teaching Materials 42
  Grading Standards 44
  Grade Distribution 45
  Evaluation Techniques 48

Remedial English Courses 51

Honors Courses in English 57

Teachers' Professional Qualifications 60
  Teachers Judge Their Own Preparation and
    Professional Qualifications 60
  Teachers and Department Chairmen View Desirable
    Preparation and Qualifications for Successful Teaching . 62
  Teachers Report on Professional Activity Beyond the Classroom 69

Unique Problems of Teaching English in the Two-Year College . 75

TABLE OF CONTENTS (Continued)

Page

Needed Studies of Aspects of Teaching English in the Two-Year College 77

Recommendations for the Professional Improvement of Teachers of English in the Two-Year College 78

Summary, Conclusions, and Recommendations 79

Appendixes:

(A) Teaching English in the Two-Year College: A Bibliography 87
(B) Statistical Tables Related to Types of Two-Year Colleges 100
(C) Two-Year Colleges Participating in This Study . . . 104

INDEX TO TABLES

Page

1. Types of Institutions 1
2. Teacher-Viewed Purposes of Institutions 1
3. Ways of Meeting the Institution's Needs 2
4. Handling Increased Enrollment 2
5. Chairman Report on Staff Load 4
6. Teacher Report on Staff Load 5
7. Section Sizes 5
8. Current and Preferred Teacher Preparation 6
9. Students Met per Week 6
10. Enrollment in Composition Courses 7
11. Facilities for Teacher Use 8
12. Follow-up Studies 9
13. Chairman Selection 10
14. Chairman Disapproval of Selection 11
15. Chairman Remuneration 12
16. Chairman Status 12
17. Recruitment of Teachers 13
18. Staff Size 15
19. Use of Imaginative Literature 33
20. Number of Themes Written 34
21. Themes Written In and Out of Class 35
22. Number of Words Written 35
23. Types of Textbooks Used 42
24. Schools and Their Percentage of A's 46
25. Schools and Their Percentage of B's 46
26. Schools and Their Percentage of C's 46

INDEX TO TABLES (Continued)

Page

27. Schools and Their Percentage of D's 47
28. Schools and Their Percentage of E's 47
29. Grade Distribution 48
30. Organizations 70
31. Meetings Attended (National) 70
32. Administrative Attitude Toward Meetings Attended 71
33. Expense 71
34. Expense Policy 71
35. Meetings Attended (Local) 72
36. Frequent Publication, Professional Material 73
37. Occasional Publication, Professional Material 73
38. Frequent Publication, Creative Writing 73
39. Occasional Publication, Creative Writing 73

INDEX TO CHARTS

Page

I. Training and Expenses 61

II. Encouragement of Further Study 62

III. Importance of Qualifications 63

IV. Interest in Two-Year College Teaching 64

V. Willingness to Become Involved in Teaching Basic Language Arts 64

VI. Reaction to Literature and the Arts 64

VII. Awareness of Difference Between the Two- and Four-Year College 65

VIII. Importance of Training in Linguistics 66

IX. Importance of Work in Composition 66

X. Specific Trainings 67

XI. Experience in Teaching 67

XII. Estimated Percentage of Qualified Staff 68

XIII. Chairman Concern with Specific Qualifications . . . 69

INTRODUCTION

The phenomenal growth of the two-year college as a unit in the structure of American higher education has made education beyond high school graduation available to thousands of young people for whom there would not have been room in four-year colleges and universities or who would not have been able to meet their entrance requirements. High school education alone is not now considered adequate to meet the present and future needs of the individual and of society. In the early years of the century there were few two-year colleges. Today there are over 700 such colleges, most of them public, with new ones being opened regularly to meet community needs. Twenty-five percent of all students enrolled in college for the first time are in two-year colleges, and it is predicted that by 1970, 75 percent of those who enter college for the first time will be in this type of college. Almost all of these young people, those who will terminate their school work in the two-year college and those who will transfer to institutions which offer more advanced work, will complete their basic courses in English in the two-year college. To evaluate the adequacy of this instruction in the skills of communication, as offered in the two-year college, is an imperative task. It was to collect data for such a judgment that the National Council of Teachers of English and the Conference on College Composition and Communication appointed a joint committee in April, 1962. The findings of this committee on English in the two-year college constitute the report given on the following pages.

Information and opinions were elicited by the use of two questionnaires, one addressed to the chairmen of English departments and one addressed to those whose duties are entirely teaching. The questionnaires were sent to all of the schools listed in the *Junior College Directory* of the American Association of Junior Colleges and in the *Junior College Index* of the American Council on Education.* Replies were received from 187 department chairmen and 292 teachers. Two hundred and thirty-nine two-year colleges cooperated in supplying material for the study (see Appendix C). The replies came from many types of two-year colleges: public, private, church-affiliated, high school-affiliated, general, technical or otherwise vocationally specialized. (See Table 1 for the distribution among these types.) They came from every region of the country and from almost every state (see Appendix C), representing every size two-year college, from the small ones with fewer than 100 students to the large ones with over 10,000 students. The replies, especially to the open-end questions in the questionnaires, reveal the major issues and problems of English instruction in the two-year college. Some of these are similar to or identical with the ones pointed out in *The National Interest and the Teaching of English* published by the National Council of Teachers of English in 1961.

---

* Copies of the questionnaires may be secured from the Department of Publications, National Council of Teachers of English, 508 South Sixth Street, Champaign, Illinois 61820.

Foremost among the problems is the situation created by the admissions policy followed by the majority of the two-year colleges—the "open-door" policy. This policy, in which no high school graduate is denied the opportunity to attempt college work, has created the problem of handling this heterogeneous mass of students which represents all levels of achievement in language skills and a wide range in interests, needs, backgrounds, and goals. The nonselective policy has resulted in a situation in which, within a single composition class, there is frequently a wide range of preparation and ability. The respondents to the questionnaires show an awareness that many of the two-year college students who are extremely deficient in language skills were among the less able high school graduates. However, they voice a complaint against English instruction in the high school which necessitates the teaching of English fundamentals on the college level.

This necessity results in several types or levels of freshman composition courses. Increasingly, universities and four-year colleges are demanding that students enroll with adequate preparation in language skills; those who are not prepared are either rejected or left to inevitable failure in courses geared to adequately prepared students. Many of the inadequately prepared then enter the junior colleges. The question arises whether or not the two-year college, especially the public community college, can also make this demand. The report presents data on the extent to which the two-year colleges have inaugurated remedial programs for such students. Many replies point to the problems of devising satisfactory techniques for classifying students into remedial classes, of finding suitable instructional materials, and of engaging college teachers who are interested in teaching remedial courses.

Another major problem is created by the two-track system which, in many two-year colleges, offers separate instruction for terminal and transfer students. Should students be grouped in separate courses, Terminal English and Transfer English, designed to meet abilities and needs, or should the same course be offered to both groups of students? Answers to this question vary.

The fact that some two-year colleges are affiliated with high schools creates another problem. But even where such affiliation does not exist, it is frequently difficult in the two-year college to maintain college-level standards. The effort to maintain such standards is often blocked by the large number of inadequately prepared students who lack motivation and interest. Where high school attitudes continue, the development of a mature academic atmosphere becomes an impossibility.

Most frequently cited by teachers as deterrents to excellence in teaching in a two-year college are the teaching load and the size of classes. Teachers of English in this type of college generally have more classes and more students than their counterparts in four-year colleges or in universities. The teaching load in many two-year colleges is more comparable with that of high schools than with that of four-year colleges or universities. The large classes make it impossible for teachers to correct and criticize students' written work satisfactorily.

The replies also reveal the problem of attracting and keeping good teachers who are adjusted, or capable of adjusting, to the two-year college situation. The teacher who is a disappointed four-year college teacher and is not in sympathy with the educational philosophy of the two-year college is frequently an obstacle in the effort to develop curricula appropriate for this type of institution. Equally regrettable is the situation in which the professional development of the two-year college teacher is thwarted by an excessive teaching load, by lack of administrative encouragement, and by lack of arrangements for attendance at meetings of professional organizations.

It is on problems such as these that the report throws light through the presentation of information derived from the responses to the questionnaires. The following analyses of questionnaire data aim to give a profile of English instruction in the two-year college: The Two-Year College Situation; Requirements for Graduation; Placement in Composition Courses; Methods of Placement; The Regular Course in Composition; Remedial English Courses; Honors Courses in English; Teachers' Professional Qualifications.

The chairman and associate chairman of the committee were involved in all aspects of this study and were responsible for the final editing of the report. Statements of special responsibility should also be made. Credit is due to Earle G. Eley (Chicago City Junior College—Wilson Campus) for the final preparation of the questionnaires used in the study. Analyses of statements of problems, needed studies, and recommendations were made by Samuel Weingarten (Chicago City Junior College—Wright Campus), who also wrote the Introduction and the Conclusion of the report. Analysis of the data relating to the general situation was made by William C. Doster (Miami-Dade Junior College, Florida). The sections on "English Requirements for Graduation," "Placement" and "The Regular English Composition Course" were prepared by Frederick P. Kroeger (Flint Community Junior College, Michigan). The Remedial Programs were described by Earle G. Eley (Chicago City Junior College—Wilson Campus), and the Honors Courses were the special area studied and described by Leon Reisman (General College, University of Minnesota). Teachers' professional qualifications were discussed by Dorothea Fry (California State College at Los Angeles). The bibliography was prepared under the direction of John M. Gazda (Metropolitan Junior College, Kansas City, Missouri). Assisting him were Ernest Fleischer (Fashion Institute of Technology, New York City), Inez Frost (Hutchinson Junior College, Kansas), and Jack Harvey (Weatherford College, Texas).

THE TWO-YEAR COLLEGE SITUATION

Responses to the questionnaires used in the study of the two-year college situation were received from English department chairmen of 187 two-year colleges in all except 8 states. Of these schools, 9 are for males only, 19 for females only, and 159 are coeducational. The following tables indicate the types and purposes of the institutions.

TABLE 1
Types of Institutions

Publicly supported	117	62.5%
Private, religious affiliation	32	17.1
Private	23	12.2
(No response)	15	8.2
Comprehensive junior colleges	129	68.9%
Primarily technical & vocational	15	8.2
Primarily agricultural	1	0.5
(No response)	42	22.4
	N = 187	

In the questionnaire designed for them, teachers were asked to describe the educational philosophy of their schools. Table 2, with information from 292 responses, shows their views of their institutions.

TABLE 2
Teacher-Viewed Purpose of Institutions

Chiefly oriented toward high school	28	9.5%
Chiefly oriented toward college	200	68.4
Chiefly for terminal education	13	4.4
Junior college as community institution, serving variety of needs	19	6.5
Helping meet needs of individual students	3	1.0
Importance is quantity of students, not quality	1	0.3
Technical and/or vocational education	11	3.7
(No response)	28	9.5
	N = 292	

From smaller colleges, especially those in small town environments, more answers were received in the first category given in Table 2. The college concerned with quantity rather than quality is a rapidly growing urban school; the colleges concerned with terminal education seem to be located in culturally disadvantaged areas in larger cities. Eighteen of the 187 colleges represented by the department chairmen are on some kind of trimester plan, 26 on the quarter system, and 131 on a semester plan. Five offer noncredit courses only in the evening, 57 offer credit courses only in evening hours, and 78 offer both credit and noncredit courses in the evening. Sixty-eight admit all high school graduates, and 115 have entrance requirements in addition to the high school diploma. Forty-two admit all high school graduates voluntarily; the others are required by state regulations to admit all high school graduates.

Anticipated Increase in Enrollments

Of the 187 colleges contributing to the survey through the chairmen of English departments, 111 expect extensive and immediate increases in student population, and 67 do not. Table 3 shows what the chairmen report as steps being taken to meet the situation.

TABLE 3
Ways of Meeting the Institution's Needs

Enlargement of teaching staff	42	22.5%
Enlargement of facilities	64	43.2
Separating junior college from high school	2	1.1
Extension of school day to include afternoons and evenings	5	2.7
Consolidating junior colleges and opening new ones	5	2.7
Curriculum additions and revisions	5	2.7
Committees to study problems related to enlarged enrollments	2	1.1
Teachers sent to universities for higher degrees	4	2.1
Expansion of departments and increase in number of administrators for them	1	.5
Use of automation	3	1.6
Additional counselors	2	1.1
Tightening entrance standards	1	.5
	N = 187	

The chairmen also indicate other plans which are being made in their institutions for handling increased enrollments (Table 4).

TABLE 4
Handling Increased Enrollment

Larger classes	17	9.1%
Large lecture sections with small discussion groups and laboratory periods	12	6.4
Large lecture sections (with small discussion or laboratory groups) in a team teaching situation	4	2.1
Television (closed circuit)	8	4.3
Use of lay readers	4	2.1
Advanced standing by examination	1	.5
Programed learning devices	3	1.6
Overhead projectors	1	.5
Flexible scheduling (some students excused from class attendance, etc.)	3	1.6
Increase in number of sections to prevent increase in class size	3	1.6
	N = 187	

Scope of English in the Two-Year College

The data show that the English departments in two-year colleges operate under a wide variety of titles in addition to the traditional "Department of English." Among titles reported are these: Department or Division of Communication(s); Department or Division of (English and) Humanities; Department or Division of English and Speech (or Dramatics); Department or Division of Language (Arts) and (Fine) Arts; Department or Division of Language Arts; Department or Division of Language(s) and Literature; Department or Division of English and Journalism; Department or Division of Literature, Speech, Writing, and Philosophy; General Education Division; Department of English Language and Literature; Division of Language; Division of Language and Literature; Division or Department of Humanities; Department of English and Modern Foreign Languages; Department of English, Speech, and Humanities; and English Department in Humanities Division. It is evident from the variety of titles and names that the scope of the traditional English department has spread to encompass many related areas of activity.

Just as the names of the departments or divisions differ widely, so do the courses within the department or division. The chairmen report that, in at least one instance or more, the following courses come under their direct supervision:

Literature and/or humanities
Remedial and/or developmental reading
Speech and/or theatre
Journalism
Business letter writing and/or technical report writing
Advanced composition and/or creative writing
Advanced grammar
Modern languages
Fine arts (music and/or art)
Philosophy, logic, ethics
Advertising copy
Essay writing
English for foreign students
Speed reading
Radio and TV writing
Humanities
Business English
Communication in American culture
Vocabulary courses

Thus a very broad spectrum of courses is included within what was formerly a group of courses directly related to the teaching of composition and reading skills.

There is also a wide variety of literature courses available at one or more of the two-year colleges surveyed. Chairmen of departments list the following:

- World literature
- British literature
- American literature
- Shakespeare
- The Bible
- Children's literature
- Period courses
- Genre courses
- Humanities and/or masterpieces of literature
- Introductory or survey courses
- Honors programs (of various kinds)
- English seminars

Teaching Conditions: Class Size and Teaching Load

One section of both the questionnaires, for chairmen and for teachers, is concerned with teaching conditions within the institution. On some of these points, the two groups agree; on others, there is slight disagreement. Most of the chairmen, saying that their teachers are overworked, point out the differences between the present contact-hour load and what they would prefer for their staffs (Table 5).

TABLE 5
Chairman Report on Staff Load

Current Load			Preferred Load		
9 hours	23	12.4%	9 hours	65	34.7%
12 hours	89	47.5	12 hours	78	41.6
15 hours	43	22.9	15 hours	19	10.1
18 hours	23	12.2	18 hours	1	5.0
	(9 no response)	11.9		(24 no response)	12.8
	N = 187			N = 187	

The teachers' report on this subject is shown in Table 6. (Apparently, there is a difference between the chairmen's and teachers' figures here; it is possible that teachers are teaching more hours than their chairmen realize or that so many are taking an additional section for additional compensation that the teachers assume that these sections are simply part of the regular load.)

However these figures do show that teachers and chairmen agree that there is a wide gap between actual current loads and preferred loads.

TABLE 6
Teacher Report on Staff Load

Current Load			Preferred Load		
9 hours	20	6.8%	Under 10 hours	18	6.3%
12 hours	57	19.8	11 hours	7	2.5
15 hours	190	6.5	12 hours	150	51.3
18 hours	20	6.9	13 hours	2	.7
Over 18 hours	4	1.4	14 hours	94	32.1
			Over 14 hours	0	
	N = 292			N = 292	

The sizes of various sections of courses reported by the chairmen are also significant (Table 7).

TABLE 7
Section Sizes

	Composition		Remedial Reading		Remedial Writing		Literature	
15 students	5	2.9%	20	10.6%	10	5.3%	7	4.0%
20 students	16	8.5	27	14.4	20	10.6	7	4.0
25 students	70	37.4	26	13.9	29	15.5	24	12.8
30 students	43	22.9	10	5.3	17	9.1	41	21.9
35 students	33	17.6	8	4.2	7	4.1	50	26.7
35–40 students	2	1.1	0		1	.5	3	1.6
40–45 students	4	2.1	0		1	.5	8	4.2
Over 45 students	2	1.2	0		1	.5	21	11.2
	N = 187		N = 187		N = 187		N = 187	

About half of the institutions have followed the recommendations of the National Council of Teachers of English that composition classes be restricted to twenty-five students or fewer (51.7 percent). The chairmen apparently assume that teaching larger literature sections is not as burdensome on the staff member as grading compositions, for classes in literature are certainly larger. The chairmen also seem to recognize that teaching remedial students is more difficult; the figures for remedial courses generally show smaller classes.

Forty-four (15%) of the 292 teachers responding indicate that they teach composition classes only; 222 (76%) teach combinations of composition and literature. Other combinations of work include advanced or technical English courses, courses outside of the English department, drama and speech courses, and regular and remedial composition courses. Of those who teach only composition courses, 10 are in smaller colleges, where one would expect that the all-purpose teacher would be more prevalent: it would seem more probable that the larger institutions would use the more specialized teacher.

When a comparison is made of actual conditions and what the teachers consider "ideal" or "preferred" working situations, rather significant information can be presented. Obviously, the more different preparations a teacher has, the more time he must spend organizing materials for class presentation and the more adjustments he must make as he moves from course to course. Table 8 shows the difference which exists between current practice and teacher preferred practice.

TABLE 8
Current and Preferred Teacher Preparation

	Current Practice		Preferred Practice	
One preparation	7	2.4%	4	1.4%
Two preparations	72	24.9	138	49.6
Three preparations	149	51.6	119	42.8
Four preparations	53	18.3	15	5.4
Five preparations	8	2.8	2	.7
	N=292		N=292	

About 50 percent of the teachers responding say that two preparations would be satisfactory, yet only half of that number actually have only two preparations.

Even greater evidence of teachers' being overburdened is revealed in Table 9 which presents the "actual" and the "preferred" total number of students whom a teacher meets during a given week.

TABLE 9
Students Met per Week

	Current Practice		Preferred Practice	
Fewer than 50	4	1.4%	29	10.9%
51–75	18	6.2	149	56.4
76–100	39	13.4	55	20.8
101–125	108	37.1	29	10.9
126–150	74	25.4	2	.8
Over 150	48	16.5	0	
	N=292		N=292	

Again, composition and literature classes are different in the amount of time each takes for preparation and paper grading, the largest factor in an English teacher's work both inside and outside the classroom. The larger number of students enrolled in composition, the more time a teacher must spend in paper grading and scoring. Consider Table 10, a comparison of the "actual" practices and the "preferred" practices concerning the total number of students enrolled in composition classes.

TABLE 10
Enrollment in Composition Courses

	Current Practice		Preferred Practice	
Fewer than 50	32	11.2%	102	34.9%
51–75	89	30.4	113	38.6
76–100	90	31.3	49	16.7
101–125	44	15.4	9	3.3
126–150	22	7.6	0	
Over 150	8	2.9	0	
	N = 292		N = 292	

Almost all teacher respondents (over 96%) consider an ideal load in composition to be 100 students or less; yet more than 30% of this group have more than 100 students. Further, it is clear that the desirable optimum load is 75 or less, for teachers believe that they cannot teach satisfactorily with more than this number of students.

The "actual" and "preferred" situations are approached most closely in the size of composition classes: 222 of the teachers say that classes should be 30 students or less, and 276 actually have that number now.[1]

It is apparent that most of the respondents agree with the National Council of Teachers of English recommendation that the total number of students for an English teacher in composition courses should be restricted to 100 per week, in classes no larger than 25, and that each teacher should have no more than two different preparations per semester. With more work than that, most teachers believe that they are not teaching as effectively as they would like and that they are spending too many hours both inside and outside the classroom reading and grading papers.

Class-Related Activities

Obviously a teacher's time is not totally occupied with what goes on in the classroom itself, and the responses to questions about class-related activities reveal interesting teacher attitudes toward this work and the facilities with which they are provided to accomplish it. About two thirds of the teacher respondents spend up to 20 hours per month in conferences with their students; the others more than that. One hundred and fifty-six (53.4%) consider this adequate for their purposes and 123 (42.1%) do not. Fifty-eight (19.9%) believe that they have too much committee work (as much as 3 hours per week), while 227 (77.7%) say that they are not overburdened with these duties and responsibilities. One hundred and twenty-five (42.8%) feel that they have too much clerical work (the majority of these are from the smaller and the public two-year colleges), and 159 (54.5%) say that they do not. About half of those responding spend from 1 to 3 hours per week in what they term "clerical chores."

---

[1] For statistics grouped in relation to types of two-year colleges, see Appendix B.

According to the teachers, the facilities which most schools provide seem to be adequate, except in regard to secretarial help and office space (Table 11).

TABLE 11
Facilities for Teacher Use

	Adequate		Inadequate	
Condition of classrooms	208	71.2%	76	26.1%
Size of classrooms	239	81.9	46	15.8
Audiovisual materials	214	73.3	66	22.6
Secretarial help	125	42.8	160	54.8
Office space	141	48.3	146	50.0
Library facilities	153	52.4	128	43.8
	N = 292		N = 292	

If one studies the responses to the above questions in relation to the size of the institutions at which the teachers work, it is clear that those at the larger schools are always under more pressure to teach larger and larger classes and that this group is unanimously in favor of smaller classes and fewer contact hours. With the rapid expansion of the two-year college movement in this country and the tremendous growth of some of these colleges (Miami-Dade, Florida, Junior College, for example, has grown from 1,400 students when it opened in 1960 to more than 13,000 students in the fall of 1964), teachers and administrators will be under even greater pressure to handle larger numbers of students. Small private schools seem to have fewer problems concerning the selection of the student body and class size or contact hours. It is the recommendation of this joint NCTE-CCCC committee that an English teacher in a two-year college have no more than *75 students in composition* and *only 3 sections of composition.* The remainder of the teacher's load can be made up from courses in literature, speech, drama, or whatever the nature of the program dictates.

Follow-up Studies

A number of institutions have made follow-up studies to see how well their students succeed in upper level institutions. Similar studies of students who have completed a terminal program have not been made in most schools. Table 12 gives the results of the follow-up studies of transfer students as reported by the department chairmen. The figures

TABLE 12
Follow-up Studies

Junior college graduates generally are successful in the work of the four-year college or university.	32	17.0%
They maintain the same grade level in the four-year college as in junior college.	13	6.9
They were more successful in the four-year college than their junior college grades would warrant.	3	1.3
A and B students in junior colleges have done acceptable work in four-year colleges.	4	2.1
Students with C or higher grade points in junior college succeed in four-year colleges.	1	.5
There is a sag in the quality of their work in the first semester of the four-year college, but afterwards they perform satisfactorily.	5	2.9
The junior college A and B students dropped, but the C students remained the same.	1	.5
Students fell from the average they maintained in the junior college.	4	2.1
	N = 187	

show the number of instances among the 187 chairmen that each conclusion was reached.

Some of the statements made about the follow-up studies also contain comparisons of the academic success in the four-year college achieved by two-year college graduates with that of the "native" students.

Nine of the chairmen report that their surveys show that the two-year college graduates compare favorably with the "natives"—that they have done as well academically. Two report that the work of the two-year college graduates is slightly lower. Five say that their surveys showed that these graduates do better than the "native" students in the institutions to which they transferred. In addition to this information, six report that 40 percent or more of their two-year college graduates have received the bachelor's degree from a four-year college. Two say that at least 10 percent of their two-year college graduates go on to graduate school.

The chairmen were asked whether the follow-up studies of graduates had helped them replan the curriculum. Forty-two respondents answered affirmatively and made the following comments:

> "Yes, the study has helped in replanning."
> "Curriculum revisions are now being studied or discussed."
> "The study suggests needed changes in the grading system."
> "The study shows no need for major curriculum revision."
> "We cannot make extensive curriculum revisions because of articulation problems with four-year institutions."

"We try to anticipate our needs rather than review our failures."
"The study has led to the intensification of library work."
"The study has led to more emphasis on analytical skills and outlining."
"The study has led to the inclusion of more literature."
"The study has led to the inclusion of more reading and exposition in Freshman English."
"The study has led to application for help in sponsoring curriculum changes and experiments."

The Status of the Department Chairman

Chairmen of two-year college English departments were asked about their relationships with the administration and staff in the colleges they serve, and the teachers were asked about practices in their schools for the selection of a department chairman. In most of the institutions, teachers have no voice in the selection of a chairman or in other matters relating to personnel practices—hiring, dismissal, recommendations for tenure. One hundred eighty-eight (64.4%) say they have no influence in such matters, 90 (30.8%) say that they have some influence. Column I in Table 13 indicates how chairmen who responded were selected; Column II indicates teacher approval of this method of selection.

TABLE 13
Chairman Selection

	I		II	
By dean or other top administrator	135	72.2%	68	23.3%
By dean, then approved by the staff	13	8.9	100	34.3
Elected by staff, then approved by dean or other administrator	5	2.7		
Elected by staff	6	3.2	99	33.9
No "official" chairman	18	9.6	3	1.1
Seniority the determining factor	3	1.6	2	.7
Rotation			4	1.4
	N = 187		N = 292	

The chairmen were asked, "Do you think the method of your selection was the best one?" The replies were as follows:

Yes	113 (60.4%)
No	24 (12.8%)
No response	50 (16.7%)

Those who replied "No" were then asked to explain. A small number did so as shown in Table 14.

The items reported lead one to conclude that, generally, the right to have some part in decision-making when it affects one's own well-being as in the selection of subadministrative personnel exists only to a slight extent in two-year college administration.

The term of appointment for chairmen as reported by 146 of them is indefinite. Of the 19 who indicated they were to serve for a specified term, 18 said they could be reappointed for any number of subsequent terms. For 12, service is specified as one year at a time.

TABLE 14

Chairman Disapproval of Selection

Staff selection should have some part.	9	4.8%
Staff selection, approved by administration, for a specified term.	4	2.1
Policy unclear. "No one else had a chance to apply." "I was the first one here." "No one else wanted the job."	5	2.7
"Selection should not be a popularity poll."	2	1.1
"Process should be formalized and made a definite policy."	1	.5
"Prefer staff selection and have conducted myself as if subject to it."	1	.5
	N = 187	

The following statements by department chairmen are evidence of the very wide range in methods and in administrative philosophy employed in the selection of department chairmen and in the appointment of teachers.

> *Selection of chairmen:* "The job just evolved." "I hardly know what would be better." "No one else had a chance to apply." "No one else wanted the job." "In a small school like this, I suppose one chooses in desperation." "We are threatened with appointment by (political) 'democratic' processes."
>
> "Staff selection should have some part." "Generally, I prefer election and have conducted myself as though subject to it."
>
> *Appointment of teachers:* "The classroom teacher has very little weight here." "Department chairman is not consulted." "The new president likes to make appointments—I don't object."
>
> "This has been a constant source of friction. By constant insistence we have gained the right, still sometimes violated, of being consulted."
>
> "Our situation is probably typical, with a new president jealous of his power and authority, wanting to build his strength through a faculty obligated to him, and trying to erase old influences."
>
> "Department chairman is consulted." "The president and department chairman work together."
>
> "Department chairman has full charge." "We are virtually autonomous."

The rapid growth in the number of two-year colleges throughout the United States is shown in the report which the chairmen give concerning their years of service as chairmen. Even if one makes due allowance for assignment as reward for previous service, it is significant that nearly half of the 187 chairmen are in their first 5 years of service:

Under five years	91 (48.7%)
5–9 years	30 (16.0%)
10–14 years	18 (9.6%)
15–19 years	8 (4.3%)
Over 20	8 (4.3%)
No response	32 (17.1%)

The newness of a large number of two-year colleges in the country accounts for the small number of years of service reported by the chairmen.

It is not surprising that arrangements for remuneration of chairmen vary markedly. Especially to be noted are the 58—nearly one third—who serve for "just the honor," and the 22 who are expected to carry a full teaching load in addition to their responsibilities as chairmen. Even though the latter receive extra salary, they carry a more than normal work load. The answers to questionnaire inquiry of remuneration are listed in Table 15.

TABLE 15
Chairman Remuneration

Just the honor	58	31.0%
Administrative time plus extra salary	46	24.6
Administrative time but no extra salary	31	16.6
No administrative time but extra salary	22	11.8
No response	30	16.0
	N = 187	

Of those chairmen who answered the question about remuneration, two thirds say that they receive tangible recognition for their work in time or money. However, 16 percent did not respond at all. Of those who carry their responsibility "just for the honor," several express doubt of its validity as honor, and at least one wonders if "exploitation" might not be a more accurate term than "honor."

Asked about their status in the academic organization of the college, the chairmen define their role as shown in Table 16.

TABLE 16
Chairman Status

A teacher with administrative duties	73	39.0%
A full-time teacher who also administers	55	29.4
Equally teacher and administrator	18	9.6
An administrator with teaching duties	15	8.0
Full-time teacher, actually	2	1.1
A full-time administrator who does not teach	0	0.0
No response	24	12.8
	N = 187	

Recruitment of Teachers

Responsibility for recruitment of staff varies from one college to another and from chairman to chairman. Those chairmen who do recruit and select personnel, subject to minimum administrative approval, seem to be in the minority (Table 17).

TABLE 17
Recruitment of Teachers

Mostly by dean or president	65	34.8%
Mostly by dean or president, subject to approval of chairman	43	23.0
Mostly by chairman, subject to approval of dean or president	31	16.6
Sometimes by chairman, sometimes by administration, but subject to mutual approval	25	13.4
Final administration approval, but this is relatively routine	24	12.9
Not subject to final administration approval	18	9.6
Mostly by chairman	6	3.2
Opinion of teaching staff, even of chairman, carries little weight	5	2.7
Selections by faculty personnel committee, including chairman	4	2.1
Selections from Board of Education lists, following examinations	2	1.1
	N = 187	

(Note that some chairmen made more than one response.)

Statements made by individual chairmen give further evidence of the variety of practices:

> "Being with the Board of Education of Chicago, all J.C. teachers must be examined and approved by the Chicago Board of Education after a trial period of one year."
>
> "Members of my department and some of my colleagues feel that appointments should be made by department heads. Our President likes to make appointments. I don't object."
>
> "Several times I have not known a person was being considered until I was notified he had been hired. Also at other times other members of the staff knew about the new appointment before I had heard anything."
>
> "Hiring is rather tightly controlled by the higher administrators."
>
> ". . . We have been moving toward more activity (in selection) by the department chairman, as the school and staff grow larger."
>
> ". . . All recruitment and selection is done by a four-man personnel committee selected by the department (three elected members and the department chairman)."
>
> "The President hires teachers for other subjects and fills out their schedules with English sections. Only two of us are English majors or minors."

"Recruitment is my responsibility . . . hiring decisions are mine and I am responsible for them. . . ."

"I am frequently asked to make suggestions concerning personnel."

"Faculty members of the department concerned are also consulted. A person not acceptable (to them) would not receive appointment."

"We elect a panel of four department members to interview all candidates."

Academic Requirements

The Master's degree is the minimum stated academic requirement for teachers in the majority of the two-year colleges participating in this study—it is stated as such by 158 department chairmen (84%). They report these categories of requirements:

(1) M.A. in English; M.A. in English with field of specialization; M.A. in English plus teaching experience; M.A. in English with additional graduate study (in one instance the candidate is expected to complete the Ph.D.) (Ninety [48%] of the chairmen stated the requirement in one of these ways.)

(2) M.A.—Subject field not specified. (Sixty-eight [36%] of the chairmen stated the requirement in this way.)

(3) B.A.; B.A. in English; B.A. in English plus teaching experience; B.A. in English with M.A. in progress. (Twenty-two [12%] stated the qualification in this way.)

A number of explanatory marginal comments should be noted:

"B.A. required now, but in future will be raised to M.A. and probably to Ph.D." "Supposedly an M.A. . . in emergencies we take on those with B.A. if they show superior qualifications. Sometimes such appointments are made by the administrators and presented to us with the information that commitments have been made. We have occasionally been able to block such appointments."

"M.A.—our weakness lies in the fact that the president does not care whether the M.A. is in English or in some other field."

"Ph.D. preferred, or working toward it." "Department policy: M.A., moving toward Ph.D., and with a year or two of experience."

Two hundred and forty-one teachers in the participating colleges furnished information about their highest degree. The distribution is as follows:

M.A. (Master of Arts)—183 (76%)
Ph.D. (Doctor of Philosophy)—25 (10%)
M.S. (Master of Science)—15 (6%)
M.Ed. (Master of Education)—7 (3%)
B.A. (Bachelor of Arts)—5 (2%)
M.F.A. (Master of Fine Arts)—2 (0.8%)
M. Mus. (Master of Music)—1 (0.4%)
Th. M. (Master of Theology)—1 (0.4%)

Ed.D. (Doctor of Education)—1 (0.4%)
D.D. (Doctor of Divinity)—1 (0.4%)
Combined Master's degrees—209 (86.7%)

This distribution shows that the two-year colleges participating in this study are staffed by well-qualified people for the type of work which they are offering. The 76 percent Master's degrees and the 10 percent Doctor's degrees are with few exceptions in the field of English. Many people in the former group indicate that they are working for the doctorate. When the degrees, Master's and Doctor's, are in the field of education, there is frequent mention that the area of concentration was English Education. Some of the people who hold degrees in fields other than English or Education are now working for a higher degree in English. We must conclude from this evidence that the two-year colleges represented in this study have teaching staffs who in academic qualifications compare favorably with those faculty members of four-year colleges and universities who teach only lower division undergraduate courses.

Asked if they have been finding it more difficult to recruit competent teachers during the past five years than in previous years, the chairmen are divided in their opinion: 30 percent say that the difficulty has been greater, 40 percent say it has not, and another 30 percent give no information on the matter, either because they are new in their position or because recruiting has continued to be in other hands.

The Teaching Staff

Size of full-time staff in the participating colleges, as reported by chairmen, varies widely, as would be expected; this is also true of part-time staff (Table 18).

TABLE 18
Staff Size

Full-time teachers			Part-time teachers	
79 colleges	42.5%	less than 5	86 colleges	46.0%
63	33.7	5–10	27	14.4
24	12.8	11–20	6	3.2
11	5.9	21–30	1	0.5
5	2.7	Over 30	2	1.1
5	2.7	No response, varies, or does not apply	55	34.7
N = 187			N = 187	

Colleges using part-time staff members to teach English classes find their two major sources of such personnel in high schools having close ties with the college and from qualified local people in the professions and in business and industry. They also use housewives who are qualified but can carry only part-time assignments. The chairmen say that occasionally faculty members from other departments take a class, as do members of the administration. When a college is so situated that graduate students or even faculty members from nearby four-year institutions are available, assignments from such groups are made on a semester or yearly basis.

Length of service of the English teachers in the reporting two-year colleges varies greatly. Of the 187 chairmen, nearly half specify that they have one or more staff members who are doing their first year of teaching, and more than half indicate one staff member or more who is teaching in the particular college for the first time. A fourth of the chairmen work with some staff members who are teachers of 25 or more years of experience; of these, approximately half have taught at least 25 years in the same institution.

Tenure or its equivalent is granted, according to the chairmen, in 114 of the 187 colleges represented in this study; in 59 colleges it is not; information is not available from the other 14. Requisite length of service for tenure ranges from 1 to 10 years. Criteria for tenure is determined by various means: college administrators, systemwide examinations, achievement of professorial rank or other promotion, and methods too complicated to give in detail. Among those reporting no provision for it, one wrote, "Never! It is shameful." Another commented, "We have no tenure law in this state, but for all practical purposes we have tenure."

Related in some instances to tenure is academic rank. Forty-eight (26%) of the 187 chairmen respond affirmatively when asked whether there is ranking in their colleges.

Conclusion

It is obviously almost impossible to draw a composite two-year college picture and to say that it is typical. There are many different types with many variations in organization and size, especially the latter. The one overwhelming fact which arises from this part of the study is that most teachers and chairmen feel that they have too many students to teach as effectively as they wish. If some pressure can be brought to bear on administrations to reduce the number of students and the class load, teachers in English departments of two-year colleges would be much better off professionally, and the students would probably show tremendous improvement in writing and reading.

ENGLISH REQUIREMENTS FOR GRADUATION

The English course requirements for graduation from the 187 two-year colleges surveyed through their English department chairmen fall into two groups. Fifty percent of the colleges require a year of freshman English for the Associate in Arts degree. This could be called the typical requirement, for the other schools' requirements are so varied that they form only small groups or are single instances. Moreover, 32.0 percent of the schools require a year of freshman English even for a certificate. Two schools report a one-year special English course for an AA degree which is given for a nontransfer program, and one school requires one year of business English for secretarial students.

In other schools, a one year requirement is maintained for the AA degree, as a graduation requirement, and a certificate.

	N = 187
For the AA degree:	
6 hours of any English	5.3%
6 units of English, remedial or above	2.6%
English 101 and technical English	1.0%
English 101 and another course in Communication	1.6%
One year of freshman English or English 101 and a semester of speech	1.0%
For graduation:	
6 units of any oral or written English, i.e., Business English, journalism	0.5%
2 semesters of remedial or other English	1.0%
For a certificate:	
English 101 and another course, i.e., speech, journalism	1.6%
English 101 and semester of composition without a research paper	0.5%

Some schools require more than one year of English.

For the AA degree in addition to one year of freshman composition:	
Sophomore year of literature	11.2%
Sophomore year of literature or literature and speech	1.6%
Sophomore year of speech and world literature	.5%
One semester of literature or speech	4.8%
A course in the novel	.5%
A semester of speech	2.6%
For the AA degree others require:	
A comprehensive examination in speech, writing, and literature	0.5%
9 semesters hours of any English	1.6%
One year of freshman composition or one year of remedial and one quarter of transfer English composition	1.0%
One year of technical English and a semester of literature	1.0%

One school requires one year of freshman composition, 2 hours of report writing, and 2 hours of speech even for a certificate. Slightly over 5 percent of the schools require one semester of freshman composition for graduation and 1.6 percent require this for a certificate. One school reports that a student may receive a technical or vocational AA degree without taking any English.

Conclusion

One year of some kind of English is required for graduation by the majority of the two-year colleges reporting. Occasionally this may not all be at the transfer level, but for some types of curricula it should not be. It is some comfort that slightly less than 10 percent require only one semester of English or none, but, on the other hand, it is probably the strongest students who get the most English, and the weakest who get the least. Whether or not it is wise for vocational and technical or terminal students to take so little English, it should be remembered that many teachers on an English staff are unwilling or unable to teach these people.

PLACEMENT IN COMPOSITION COURSES

The department chairmen were asked if there is anything about the nature of their student body which perhaps affects placement in the various levels of composition. Many of the problems that the two-year college must cope with can be seen in their answers. Most two-year colleges draw students primarily from the local community. They frequently are not prepared for college for one reason or another, and they can't be admitted to a four-year college because of this poor preparation. Those students who are prepared for college, yet enroll locally, do so for reasons which also make them different from students in four year institutions. Only 7.5 percent of the chairmen report that their student body represents a cross section of the town.

Colleges in towns supported by a single industry such as mining, ship building, or automobile manufacturing, together with schools drawing from a rural population, all report students from low socioeconomic areas. Combined with the socioeconomic level are a lack of culture, a suspicion of education, and often a foreign language background in the homes. One person reports that Spanish is spoken in the home regardless of how many generations the family has lived in the United States; another says that many of his students are first-generation Americans.

These local problems are similar to the problem of the Negro student which exists on a national scale. One branch of the Chicago City Junior College reports that 50 percent of its student body is Negro, and that more than 50 percent of the Negro students are in remedial English classes. San Francisco, Los Angeles, Detroit, and Harvey, Illinois, all report many Negroes in remedial classes. One California school reports that these students are more poorly prepared than the Mexican-Americans and Indians, but those schools where poor whites from the South attend with Negroes report that they are equally unprepared.

Whether it is in the North or the South, rural communities tend to produce poorly prepared students. The comment is frequently made that the community has had no interest in learning, and consequently the high schools are of inferior quality. Often the area is economically depressed. A two-year college in a large city in Massachusetts, on the other hand, reports that its students are torn between the realization that they must have some college education (to get the jobs their families think they should have) and their poor high school background which, in part, was a result of their families' distrust of education.

The complaint about inferior high schools is not a cliché when 80–90 percent of the students who are going to any college at all attend the local junior college, as one chairman reports. A problem which shows up here is a high school problem which the college must handle. High schools in areas where foreign languages are spoken do little or nothing to teach Standard English to their students, particularly those who speak Spanish. Thus, native speakers may be well prepared for college while the others fill the remedial sections.

The facts that the most poorly prepared students from the high schools attend two-year colleges because they cannot go elsewhere and that most two-year colleges have an open-door policy combine to produce a problem. The understandable but cynical attitude that this creates in chairmen is typified by this remark from Texas: "We receive the weakest graduates from the local high schools with 'courtesy diplomas.' We place them in sections according to what hour they like, or what won't interfere with their forty hour a week job at the local factory." In situations like this the dropout rate is very high.

Many times local situations produce a bimodal curve in the grades—there are many good students and many poor students, very few in the C range. This occurs when a two-year college draws from an urban area with good high schools and a rural area with inferior ones, though one school reports that students from both its rural or city high schools have *D*− averages. It also occurs when a highly educated group moves into an area which has been isolated for one reason or another from educational stimulation; new resort or vacation areas in Florida or the California desert are examples. Other areas are those where new defense plants or other government enterprises have been established; one is a state capital.

Of course, in the majority of instances, private two-year colleges with their own high standards, receiving students who are well trained in private preparatory schools or in excellent city schools from all over the country, do not have these problems. These schools are frequently small; with their relatively select student population they produce imaginative programs in regular English courses, which would be called Honors English in many public colleges. One school reports an all school average of 2.8 or *B*−. A seminary for candidates for the priesthood reports that it has a triple-track program in Latin, but everyone takes the same English. Some public two-year colleges do get good students. One reports that the Nebraska English curriculum in high schools has helped to produce better prepared people. But these schools are in the minority, 4.8 percent.

One two-year college reports that it keeps its nursing curriculum students together because they come from a variety of locations, and though they are not in need of remedial English, they have "special problems." Another school reports problems with its football players who are imported and "semiliterate," and one school frankly declares that teachers are not allowed to give students enrolled in some technical-terminal curricula the low grades they deserve.

Conclusion

Many of these same problems can be found in the smaller public four-year colleges in the country, but they are more characteristic of the commuter college, be it a two-year school or the extension division of a large university. The educational problems of the community are harvested by the local community college. While it must not be ignored that there are problems connected with giving a good English program to well-prepared students, the majority of two-year colleges must take care of those who are poorly prepared, but who may be admitted to any program they wish because they are graduates of a local high school. One of the solutions is proper placement in English courses, and the following sections mention many methods used to do this. However, the effectiveness of the methods is often open to question.

The failure of many high schools to care adequately for disadvantaged learners—those with a foreign language background, Negroes, poor whites, or city slum dwellers—makes it necessary that the local two-year college offer a variety of remedial programs or dismiss those students as uneducable. In communities where new residents who have intelligence, money, and influence pay attention only to the education of their own children, the poorly prepared local inhabitants, who should be as well taken care of in the community college, are not well served. To serve them takes more time and staff and thus more money than most communities are willing to provide. That community college education is inexpensive is a myth that should be debunked at every opportunity. This myth and the encouragement of state legislatures and local groups to found new two-year colleges will only perpetuate these problems.

METHODS OF PLACEMENT IN COMPOSITION COURSES

Placement of students in various levels of composition, such as honors, regular, or remedial is done by two thirds (65.8%) of the 187 schools reported upon by English department chairmen.

Three schools report that they have a five-track system: honors, regular, and three levels of remedial. Five schools report a four-track placement—honors, regular, and two levels of remedial—and five schools say they have no honors, only regular English and two levels of remedial. Two schools say they have transfer English, terminal English, and remedial, and eight report no remedial, just regular English and honors. Among the schools reporting, 18 percent use a three-track system: honors, regular, and remedial. The most usual pattern is that consisting of regular and remedial, used by almost one third (32%). This variety of programs designed to help students is exceeded by the variety of methods used to place them.

Standardized Tests

Twenty-nine different standardized tests were reported to be in use to help judge at what level a student should be placed. About 20 percent of the schools use an essay, either alone or with a standardized test. Many schools reporting the use of tests do not give the scores used, or in some cases do not indicate whether the score is a raw score, a combined score, or a percentile rank. Of the different tests reported to be in use, 8 are mentioned along with the scores only once.

1. The Scholastic Aptitude Test verbal section, cut off score 550.
2. The ACE, cut off score, 29th percentile; "middle" English 30th to 70th percentile; with the top 25 percentiles in "high" English.
3. Greene Stapp, Honors English above 75th percentile.
4. Science Research Associates Writing Skills, cut off, 67th percentile.
5. Ohio Psychological, cut off, 25th percentile.
6. Iowa Mechanics and Effectiveness of Expression
   1–10th percentile: low English
   11–49th percentile
   50–79th percentile } Regular English
   80–99th percentile
7. Florida, Twelfth Grade, cut off 200. (All above take regular English.)
8. Multiple Aptitude Test 1 and 2, cut off, 25%. (All above take regular English.)

The various branches of the Chicago City Junior College all use the same locally developed standardized test. Another branch of this two-year college allows students to enter a high English class with a high score and an essay. All of the branches have a cut off score which varies by only three points among them, below which students take remedial English. Only three of the schools report the use of an essay for placement along with the test.

Other tests were mentioned twice:

1. California Test Bureau
    (A) 99th percentile, students receive credit for English 101.
    (B) below 10th percentile, remedial.
2. Nelson-Denny Reading
    (A) cut off, 8th grade level.
    (B) cut off, 40th percentile.
3. Educational Testing Service
    (A) "lower" English, 152 converted score.
    "middle" English, 153–57 converted score.
    "regular" English, 158 converted score.
    (B) below 40, writing laboratory.

The Washington Pre-College Differential Guidance Test is used by two-year colleges in the state of Washington. One school reports the use of an essay along with this test. Three schools have cut off scores within one point of each other, but a fourth has an "intermediate" class which takes students scoring in an area ten points above and below this cut off score. Here the "upper" English class starts eleven points above the other schools' cut off score. This school calls students below the intermediate level "remedial," while one of the three other schools has "terminal" students in this same range, with "remedial" in the above area up to the cut off score.

Four schools report scores used with the College Entrance Examination Board test. One school places students in high sections if they are in the upper 10 percent of their high school class, have A's in English, and are above the 75th percentile on the College Boards in English. Other schools report their cut off scores for regular English at the 11th, 14th, and 27th percentiles. The school cutting off at the 27th percentile also uses an essay and the ETS test with the College Board English test.

Five schools report scores for the Scholastic College Ability Test. The cut off scores are: 25–30 percentile, the 30 percentile, the 49 percentile, the 60, and the 65 percentile. One school places students in "terminal" English with scores from the 30 to the 60 percentile, and in "basic" below the 30. Another school places students in "honors" English if they are above the 63 percentile. The school cutting off at the 49 percentile also uses a one hour essay along with the test for placement.

Twelve schools say they use the English Co–op Test. The cut off scores for regular English range as follows: 16.3 percentile, 20 percentile 25 percentile, 30 percentile, 37 percentile, 40 percentile, 50 percentile, 54 percentile, 75 percentile. Scores for placement in remedial classes are 33 percentile in reading, no matter what other score; below 25 percentile subremedial, with 26 to 74 percentile remedial; below 10 percentile subremedial, with 11 to 49 percentile remedial; and 10–29 percentile subremedial, with 30–49 percentile remedial. Students are placed in high or honors English with scores from 47.9 percentile, from the 63 percentile, and above 90 percentile. One school with a cut off at the 50th percentile also uses a one hour essay as well.

Conclusion

One obvious conclusion may be drawn about test scores used for placement. Except for the Chicago City Junior College and the two-year colleges in the state of Washington, the cut off score for placement in regular English can vary as much as forty percentile levels. This indicates that college transfer English cannot possibly be the same course with similar goals in every part of the country. One school may be calling its course "high or honors English" while another school is placing the lowest of this group in remedial and teaching regular English to the rest. No doubt there are colleges, universities, and teachers colleges with similar scores for cut off points, but this does not change the fact that many two-year colleges are either operating with no communication among schools giving similar tests, or have such problems that some must teach regular English to people scoring so low that it hardly seems possible that they can pass. Figures about the number of D's and E's given, on the other hand, seem to be distributed in a fairly normal way. This would indicate that though the cut off score is low, not too many students are as poorly prepared as the score would indicate, or that the grading standards are as low as the student population.

Other Methods of Placement

Other methods are used for placement in college transfer freshman sections besides standardized tests.

Some two-year colleges depend on high school grades, using them entirely for placement or in combination with tests and/or essays. One school automatically puts students in remedial if they have low grades in their last two years of high school. Another school uses the ACT test in English and social studies, placing students in remedial who have standard scores below 19 and 17 respectively. Scores between 19 and 23 in English, and 17 and 22 in social studies place the student in general English. Students with scores above these are placed in advanced classes. High school grades are also examined. If the student has had only three years of English, or C or below as an average, he is automatically put in remedial unless he has high placement scores. If he has taken remedial English, no student may take general English unless he gets a C or better. No student is placed in advanced English unless his high school grades averaged B or higher. Another school has made a classification scale of the high schools feeding into it on the basis of records kept on students in the past from these high schools. Accreditation or size has nothing to do with the quality of the high school or the students' ability to perform at this college, they say. Placement is done in the summer; if changes seem necessary, they are made during the first week of school. Two schools report that they place students in honors English by using the high school average and a test. One requires above the 70 percentile in the ACT test and a B or above high school English average. The student must also be above the 75 percentile on the Greene Stapp language abilities test. Students below this, down to the 35 percentile, take regular English. The other school requires a high school average of B or above in the last four semesters of high school English, and/or the 85 percentile, national norms, on the SCAT test for admittance to honors English. Regular English requires the same high school average and a score above the 40 percentile in the verbal SCAT. The norms for these people are occupational norms rather than national norms; consequently, the 40 percentile would be the 31 percentile on the national norms. Students below this percentile are placed in vocational-terminal classes. Another school places students in the high section if they were in the upper 10 percent of their high school class, had high school grades of A in English, and have a verbal score of 600 or above. The test is not mentioned, but it is probably the CEEB. The last school tests everyone with less than a B average in high school English for remedial placement.

Two schools report that they use the Purdue English Placement Test to put students in as nearly homogeneous groups as possible. Thus all English is essentially the same but is taught with the needs of the group in mind. One of these colleges has four levels of English: 99–83 percentile; 83–65 percentile; 65–52 percentile; 52 and below. They feel that this has "paid off." Their students come from all over the country. (One school using the Purdue test claims that students scoring below the 65 percentile consistently get D's or E's in their freshman English course. The comment is that this indicates a very low national average.)

There are some rather interesting methods used for placement in three other two-year colleges. A private school for girls requires the students to read either Hardy's *Tess of the D'Urbervilles* or Willa Cather's *My Antonia* during the summer before they enter. The judgment for placement is based in part on an impromptu essay based on one of these books written in the first week of school. An eastern school gives no tests of its own but sets up the sections during the summer based on the following information: fifteen superior students are selected on the basis of their high school grades, high school teachers' recommendations (especially English teachers'), an interest in English indicated by their future plans and extracurricular activities plus Scholastic Aptitude Test verbal score of 550, writing samples, and high CEEB achievement. Another private school has its less proficient students take remedial along with the transfer English course.

There is some difference of opinion about the use of the essay for placement. A Florida school says that essays are not satisfactory for placement, but another one in the same state says that there is a very low correlation between the Co-op English test and the essay, and that the essay gives a better prediction. One school finds, however, that the Sequential Test of Educational Progress with instructors' referrals is better than the essay. Another makes its placement at the end of the first six weeks because of distrust of the diagnostic theme. Three schools use standardized tests, having abandoned the essay because their increasing enrollment makes it impractical. One of them uses the ACT plus the Co-op English test, but another using the ACT says that it is not good for sectioning and wishes that it could use the essay instead.

Most two-year colleges using the essay have it graded by the student's own instructor, but quite a few colleges still use more than one person for grading and frequently include the chairman. It is interesting to review the remarks made by the chairmen who use essays, to see how long the essays are, when they are given, and on what topics. The majority of schools allow the students from forty-five minutes to one hour, which may be the class hour, fifty minutes. One school reports a half hour, another one, an hour and a half, and a third, two hours. The length runs from one to two paragraphs, or two and one half pages, or the completion of the theme within the allotted time. Most of the topics are assigned, and it is claimed that they are within the student's ability. The student is to narrow the topic down or limit it in some way so that he can complete the paper in the allotted time. Two schools report that the student is required to make an abstract of a mimeographed article. Another school has the students write either on an abstract subject or on a current event. Two schools require an autobiographical theme, and another has a topic on some limited aspect of high school life. Other topics suggested by various schools are: Why College? What I Expect from College, What Meant Most to Me in My High School Training, A Most Interesting Experience, My Vacation, or Constructive Attitudes toward Castro. Science and the humanities are other areas for theme topics. One school which formerly required a theme on the students' hobbies or pets has abandoned the essay. Another school uses the theme only for borderline students. Its topics are these: Defend the position, "Why Our Town Should/Should Not Provide Swimming Pools," or Nuclear Testing Should/Should Not Be Stopped."

Usually these essays are required during the first class meeting or the second; occasionally they are written in the week before school, and one school waits until its three week orientation period is over. Several schools simply use the first required essay in the syllabus.

The essays are graded for errors in mechanics and grammar in some instances, and in others are simply marked "good," "fair," or "poor." No other standards were mentioned, but three schools do use standardized tests for comparison.

Conclusion

The problem of identifying students for placement in various English sections does not seem to be solved. The majority of those who use a piece of writing by the student favor it above any other method, though the problem of the increasing size of entering freshman classes seems to suggest that a standardized test is a more efficient or less time-consuming method. The great variety of tests in use suggests that a satisfactory test is still to be found.

Teachers favoring standardized placement tests for large enrollments argue that the staff cannot grade so many diagnostic themes. The argument is dubious. Either there are too many students for the staff, or the staff does not want to grade the papers. How does the staff grade that many papers during the rest of the semester? If the staff allows placement and sectioning to pass out of its hands by the use of a placement test, it has lost one of its major elements of control over the teaching situation.

Obviously, with many students needing much help, proper placement, both in remedial and regular English classes, is the first thing a staff must do for effective teaching.

THE REGULAR ENGLISH COMPOSITION COURSE

Almost 87 percent of the 292 teachers who responded to the questionnaire feel that the content of the college transfer English course in the two-year colleges resembles that of a course in a four-year liberal arts college. Slightly over 5 percent of them feel that the content is like that of a course in a four-year technical college, and 7.8 percent feel that their course resembles a high school course. A group of 64 teachers comment on the courses they teach. Some of them say that if the students are not well prepared they are placed in remedial courses, but others report that their course is a combination of high school English and liberal arts college English, or high school English and English in college technical programs. Others report that both terminal and college parallel students are in the same class, while some report that they have only terminal or technical-terminal students. A few teachers report that their course is designed to fit a local situation, or that it is unique and not comparable with anything else. There is some experimentation with new techniques, and some courses include linguistics and semantics.

Grammar, Linguistics, and Semantics

Although the majority of teachers feel that their courses are similar to four-year college courses, there is a marked tendency in four-year colleges not to teach grammar to freshmen. Slightly over 41 percent of the teachers report that they teach no grammar in their freshman course. Almost 12 percent of the chairmen say "much" and 12.83 percent say "considerable" grammar is taught in the first course. In the second semester, they say, the amount of grammar is reduced. Slightly over 11 percent say no grammar is taught, and 3.2 percent say "much" or "considerable."

There is evidence that structural linguistics is being used by the teachers who do teach grammar, for though 28 percent teach traditional grammar, 46.7 percent report combined approaches. The chairmen report that 41.18 percent teach traditional grammar while 36.9 percent combine approaches. Generative or transformational grammar is stressed by only 1 percent of the teachers, but 8 percent introduce it while teaching traditional grammar. The chairmen say that structural grammar is stressed by 5.35 percent and generative transformational by 2.14 percent. It is interesting to note that 9 percent of the teachers combine generative grammar with structural grammar.

If teachers had their choice of what kind of grammar they would teach, 13.6 percent would teach structural or generative grammar.

One teacher uses tagmemics. Slightly over 11 percent would teach structural grammar, but 44.3 percent think they would like to combine it with traditional grammar. While 19.8 percent still prefer traditional grammar, 7.3 percent would combine traditional grammar with generative grammar.

Conclusion

Though the situation in four-year colleges may not be any better, this does not obscure the fact that a great deal of time must be spent in two-year colleges teaching grammar. More disheartening is the fact that the two-year college teacher has not kept up with a science which is relevant to the job and which is so fully developed that an unabridged dictionary based upon it could be produced. The figures which show combinations of structural grammar and transformational grammar with traditional grammar are not so encouraging as they appear. The term "functional grammar" appears again and again when teachers and department chairmen speak of the type of grammar taught. Yet "functional grammar," as defined by Hans Guth, is merely "the adaptation of traditional grammar often limited to identifying usages which have a social or stylistic significance. The sentence is studied to help the student avoid sentence fragments, and inflections are studied to prevent illiteracies such as 'Me and Joe is going too'."[1] Guth condemns its teaching, as his definition implies. Many of the combinations listed above may very well be this functional grammar, which is not a different type of grammar, but simply a method of presentation.

When asked whether grammar was taught as a regular part of the course, many teachers give a qualified "No," and thus the figures cited above must be qualified by such answers as this:

> We don't teach grammar in theory, but sometimes students are so inferior that I have to do it to make any progress at all. I stress traditional because I am not yet competent in the others. I tend at times to incorporate ideas from all three approaches, however.

Almost every "No" answer to this question is probably a qualified "Yes," for if grammar is not taught in class, many teachers say, it is taught during conferences.

Whether grammar should be taught in freshman composition at all is a question this study does not attempt to answer. It is reported that in California there are two types of college transfer English: the one that will transfer to the university contains no grammar, but the one that transfers to the state college does. If it were agreed that grammar should be taught, there would not be many teachers who could handle anything but the traditional kind. One teacher canvassed the staff of his department and found not one person who knew what transformational-generative grammar is. Many department chairmen were equally ignorant, and one asked, "Are we behind the times?" Other department chairmen dismiss all choices in favor of "functional." It appears that occasionally a teacher is equipped to teach grammar with structural linguistics or with transformations, and then the chairman reports that one of his staff is doing this. Whether he will do it long is open to question, as the reasons for remaining with the traditional approach are many.

---

[1] Hans P. Guth, *English Today and Tomorrow* (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1964), p. 61. See also Harold B. Allen, "With New Endeavor," *English Journal*, LI (February, 1962), 75, and James H. Sledd, "Grammar or Gramarye?" *English Journal*, XLIX (May, 1960), 300.

One teacher reports that because the dean and the president favor traditional grammar, no new approach may be used. Another claims that he cannot communicate with his students in any other terms than the traditional ones, and one teacher has developed his "own brand" of grammar, using traditional terminology. It is pointed out that if the grammar handbook is traditional, it is very difficult to use any other approach. But since the staff or the chairman chooses the texts, the fault clearly lies there. A glance at the number of school administrations that are indifferent to or discourage further staff training will indicate why so many people know so little about the new grammar.

The department chairmen are not much help either. Some of them are prejudiced, but many more are uninformed. They interpret the term "linguistics" as a study of the history of the language, or etymology, or what one finds in the *Oxford English Dictionary*. One of them says, "What do you mean by 'linguistics'? To find out what adjectives or prepositions are, look them up in the dictionary." Another person says, "Linguistics can do nothing to improve, simplify, or sell grammar to undergraduates." Two parochial schools state that since they put so much stress on Latin or other foreign languages, they must use traditional terminology to be consistent in all the language classes.

Nine chairmen do report that structural linguistics or generative grammar is a part of their courses. Happily, the reasons given for teaching it are almost the same as for not teaching it. One chairman reports that "linguistics is used to acquaint students with new terminologies so they will be able to use other textbooks or understand their instructors when they go to other schools." Another says, "We use linguistics to make English Composition more palatable and to show that some logic to language can be introduced, and students will begin to take grammar as a useful study rather than as something they had to learn and hate." Last, "Structural linguistics is used to correct the rules of grammar which are either learned or ill learned in high school so the student can function better when he corrects his paper."

The teacher in a two-year college who does not know something about linguistics and at least one of the new grammars would be embarrassed if he had to explain the entries in Webster's *New International Dictionary*, Third Edition. He is far behind the scholarship in his field.

General semantics is not taught very frequently as a major part of the course. Only 2 percent of the chairmen report that they teach it a great deal in the first semester and 1 percent in the second. Much is taught in the first by 6 percent and in the second by 3 percent. Answers saying it is taught somewhat seem to indicate that the instructor occasionally introduces it, but that it is not a formal part of the course. It is not part of the first semester at all for 14 percent, nor of the second semester for 21 percent.

The fact that, according to comments, "word study" or "vocabulary building" is considered to be semantics by some chairman may account for the size of the percentages of those saying that they teach some semantics.

Logic

In spite of the fact that the writing of expository or argumentative prose comprises a major part of many courses in the freshman year, the chairmen report very little teaching of formal logic and argument as a part of the course. Six percent report none taught in the first semester and 7 percent say none in the second. It is taught occasionally by 61 percent in the first semester and 42 percent in the second. This amount probably indicates that sections in the handbook or rhetoric are assigned. Eighteen percent of the chairmen say that much is taught and 5 percent say that it is very important in the first semester; in the second semester 19 percent say much and 8 percent say it is taught even more. One third more schools teach argument than require argumentative writing in the first semester. In the second semester, nearly all the schools which teach a substantial amount of argument require that this type of paper be written. However more schools require the papers than teach the subject. There are twice as many schools claiming to have a great deal of argumentative writing than there are schools which teach much formal argument in the first semester, and the proportion is just slightly altered in the second. It is logical to teach argumentation and not require that it be written, for it may be used in the analysis of reading. But to require argumentative papers and not to teach argumentation and logic is hard to explain, except that many teachers say they wish they had had a course in logic and, apparently, have never taken one.

Imaginative Literature

Imaginative literature, in contrast to the essay, is not studied as much in the first semester of the regular English course as it is in the second. Twelve percent of the chairmen report that none is used, and 19 percent report that it is used little in the first course. This compares with 5 percent who say "none" and 5 percent who say "little" in the second part of the course. Table 19 shows the relationship between the two parts of the course.

TABLE 19

Use of Imaginative Literature

	No.	Some	Much	Considerable	Total
1st half	187	42%	11%	9%	62%
2nd half	187	26	23	28	77

The 42 percent use of "some" imaginative literature is what increases the total percentage. Apparently many departments allow their instructors to use imaginative literature to supplement their courses if they wish. On the other hand, about half the chairmen say that the instructor can omit imaginative literature if he wishes without violating the department policy. The other half say that if it is required, it must be taught, although at some schools the instructor may choose any titles within certain categories or within the general outlines of the course. Sometimes the instructor uses imaginative literature for outside readings; he has about the same liberty in the second half of the year. If the department has not prescribed imaginative literature in the course, which is the case according to 39 percent of the chairmen, the instructor may decide what types and titles to assign.

Speech

The chairmen were asked about the role of speech in their course content. Almost 42 percent said there was none in the first semester, and 38 percent said the same for the second. Eight percent said a considerable amount was taught in one semester or the other. Forty-two percent said it was taught little or some in the first and 40 percent said the same about the second. About 80 percent report little or no speech in either semester. Obviously speech is not a major part of the content of the regular English course in most two-year colleges. Only one school reports a course which can be called "Communication" because it combines speech with reading and writing. Another school has a class in oral English once a week for the entire year, taught by a person from the drama department. Another includes speech writing and the writing of a one act play in the second semester. Two schools "pay some attention to listening and notetaking."

Amount of Writing

It would have been valuable to know the amount of writing required each term of the freshman English course, but unfortunately so many variables were introduced into the data that the following is not as indicative as might be desired. For example, the data used did not differentiate between semesters and quarters; consequently all the figures are for either a semester or a quarter. The majority of colleges reporting, however, are on a semester system, and in some cases the actual weeks of teaching in a quarter differ only slightly from the number in a semester. For practical purposes, then, the figures cited, though rough, are indicative of the usual practices in most colleges. It must also be remembered that these are the number of themes the department chairman says are written, and that practices among teachers vary.

The median number of themes written in the first term is between 11 and 12, and in the second term it is between 9 and 10. The largest percentage reported in both terms falls between 6 and 16 (Table 20).

TABLE 20
Number of Themes Written

First Term		Second Term	
Themes	Percent	Themes	Percent
16	5.0%	16	0.5%
15	13.0	15	7.5
14	5.0	14	3.0
13	2.0	13	3.0
12	14.0	12	10.0
11	2.0	11	3.0
10	19.0	10	19.0
9	4.0	9	4.0
8	8.0	8	11.0
7	3.0	7	5.0
6	2.0	6	8.0
N=187		N=187	

The number of themes written in and out of class for the two terms is shown in Table 21.

The median number of themes written in class in the first term is 5, and in the second term between 3 and 4. The median number

TABLE 21
Themes Written In and Out of Class

In Class				Out of Class			
First Term		Second Term		First Term		Second Term	
Themes	Percent	Themes	Percent	Themes	Percent	Themes	Percent
12	2.0%	12	2.0%	12	5.0%	12	2.0%
10	4.0	10	3.0	10	11.0	10	4.0
9	0.5	9	3.0	9	5.0	9	5.0
8	10.0	8	4.0	8	12.0	8	10.0
7	5.0	7	3.0	7	7.0	7	7.0
6	8.0	6	3.0	6	11.0	6	11.0
5	12.0	5	8.0	5	6.0	5	12.0
4	9.0	4	12.0	4	11.0	4	10.0
3	11.0	3	10.0	3	4.0	3	5.0
2	9.0	2	13.0	2	3.0	2	3.0
N = 187				N = 187			

written out of class in the first term is between 6 and 7, and in the second term between 5 and 6. Possibly the difference between a quarter and a semester is indicated by the median falling between numbers, but this is only a guess.

The number of words written each term is a more accurate way of measuring than the number of themes, since the definition of the term "theme" may vary widely. Table 22 shows the central cluster of numbers of words written.

TABLE 22
Numbers of Words Written

In Class				Out of Class			
First Term		Second Term		First Term		Second Term	
Words	Percent	Words	Percent	Words	Percent	Words	Percent
4000	8.0%	4000	3.0%	7500	10.0%	7500	5.0%
3500	5.0	3500	11.0	7000	5.0	7000	4.0
2500	10.0	2500	3.0	6000	5.0	6000	7.0
2000	12.0	2000	9.0	5000	14.0	5000	10.0
1500	18.0	1500	15.0	4000	13.0	4000	5.0
1000	14.0	1000	8.0	3500	8.0	3500	7.0
				3000	7.0	3000	8.5
				2500	12.0	2500	7.5
N = 187				N = 187			

The median number of words written in class the first term is between 1,000 and 1,500, and in the second term, 1,500. The median number of words written out of class in the first term is between 3,500 and 4,000, and in the second, 4,000.

Conclusion

It is difficult to draw many conclusions from these figures. A minimum of eight themes a semester has been suggested in CCCC workshops, but if one does not know the number of words required, he cannot tell what this suggestion means. The figures above seem to indicate that the median number of words written in both the terms is only 5,500. The table above shows how large a percent falls below this median. Research or term papers probably account for the larger number of words written outside of class. That students do very little writing under the direct supervision of a teacher is also evident.

The total number of themes written in the first semester ranges from the three chairmen reporting thirty to the three chairmen reporting two, three, and four themes respectively. The figures are exactly the same for the second semester. How misleading these figures are is shown by the fact that fifteen chairmen report 4,000 words written in class in the first semester, and nineteen report 7,500 words written outside of class. Thus one student may write thirty themes or 11,500 words in the first semester on down to 7,500. At the other end of the scale, twelve chairmen report 500 words written in class and eighteen report 1,500 written outside. The figures for the second semester are just as odd. Three chairmen report 8,000 words written in class, and three report 7,000. But twelve chairmen report only 500 words and nine report 600. The number of words written outside of class ranges from 16,000 reported by six chairmen to 1,500 reported by seven and 2,000 reported by ten. The combination of words written inside and outside of class runs as high as 23,000 words a semester, possibly thirty 760 word themes. The figures at both ends of the scale are startling.

This wide range in writing requirements and the scatter of figures along the range indicates again that it is difficult to find a typical or standard freshman English class. But if the way to learn to write is by writing, the few themes and low number of words written indicate that many schools are substandard. It is hard to believe that students in two-year colleges need so little writing practice. However, it is not hard to believe that they are not getting it because teachers are overloaded. It is very likely that a teacher can be of service to only as many students as he thinks he can help. If he feels that he can serve 75 students adequately, but he has 100, each student will receive one quarter less help. Increasing the figures on the tables above by one quarter would place the medians more nearly where they should be. Here is proof of the folly of overloading the teaching staff.

Although the data could profitably have been submitted to more complex computer processes, what appears here seems to justify a conclusion that providing students with enough writing practice is a problem in many two-year colleges.

The Research Paper

Department chairmen were asked if the formal research paper is a part of their regular English course in either the first or the second semester. Twenty-three percent say it is not part of the first semester, and 11 percent say it is not part of the second. Thirty percent say it is used only little in the first, and 27 percent say the same about the second.

It appears that the research paper is used only slightly more in the second semester. From the additional comments included in answers to the questionnaire it is evident that some kind of training in either library research or the organization of a long formal paper is almost universal in the freshman course.

The casebook is not used at all in the first semester, say 37 percent of the chairmen, nor is it used in the second, according to 28 percent. Only 10 schools report that it is used primarily in either semester. Forty-four schools report, however, that it is used in the first semester to some extent, and 36 schools report its use to some extent in the second.

There were numerous comments on methods of handling research techniques and the research paper. Many schools send students to the library to do some sort of library assignment, or to be instructed by a member of the library staff. Those schools which do not have a research paper say they teach footnote form and try to have the students do some research in the library which is not prepared as a formal research paper. One school reports that its students write a paper based on an "informal comparative analysis of their own writing style with the style of a contemporary author." One instructor at another school has a paper in which the students write about their investigation of the speech patterns of a person or group. The student gets his background from printed material, and then does his own investigation in a field study. Another school has the students write about an author, after they have read a book of criticism on him and some of his works.

Among those that require the formal research paper, one school has four consecutive related research papers, each paper being more narrowly restricted and more fully developed. One school reports that it accepts research papers prepared by A and B students for other departments.

The department in another school sends its instructions for the correct form for the research paper to other departments, hoping that they will be followed.

Teaching Methods

Department chairmen were asked what teaching methods are used in each semester of the regular transfer English course.

The most frequently used method is a combination of lecture and discussion, 88.2 percent in the first semester and 87.1 percent in the second. That the two semesters differ, however, is seen in the different methods used in addition to the basic method. The second method most used in the first semester is discussion, 49.2 percent, but in the second semester it is audiovisual, 46.5 percent. Audiovisual, however, ranks third in use in the first semester, 47.6 percent, as does discussion in the second, 39 percent. Fourth in the first and second semester is the lecture method, 46.5 percent and 37.4 percent respectively. Programed learning ranks fifth in the first semester, 18 percent, and sixth in the second, 4.3 percent, while team teaching ranks sixth in the first, 10 percent, and fifth in the second, 6.4 percent. Television is the least used in both semesters.

These methods are used in various combinations in the different schools; this is why the percentages add up to more than 100 and why they are ranked in order of popularity. Discussion is used less in the second semester as are lecture and programed learning. Team teaching, though, having a lower rank in the first semester, is used more than it is in the second. Other methods are used, however, to make up this difference.

There are many other teaching methods used. Although the term "teaching methods" was interpreted rather loosely at times, the following are practices which department chairmen thought worth mentioning.

During the first semester at two schools a portion of each hour is devoted to vocabulary study; drill, blackboard, or seat work is done for exercise in mechanics. At another school each student keeps his own file of themes, which he may be called upon to revise in class at any time. One school has the students read, grade, and criticize each other's themes. Two others do the same: one uses dittoed themes; at the other, themes are read aloud and then criticized.

A Catholic girls' school uses the technique of role playing and chamber theater, ". . . to improve oral interpretation or to foster an appreciation of an author's imagery. The class provides the spirit of the style with a musical background. Role playing gives individuals an opportunity to share in the experiences of another, to gain an insight into the character, whether good or bad." One other school reports that students write to music.

Another school uses a "forum period" in which lectures, films, panels, and student demonstrations are presented. The "forum period" provides load relief for the instructor, because it is counted as one credit hour of teaching. Without the forum a teacher would teach five three-hour sections; with the forum he teaches four three-hour sections, with a common forum period for everyone. A somewhat similar technique is used at another college where one hour a week is spent at a mass lecture and two hours a week are used as a laboratory where instructors work with individual students and occasionally lecture.

The writing laboratory is reported in use at two other schools. At one it is one period out of each three weekly class periods, and at the other, all papers are written in a writing laboratory. Here, also, each student solves his individual problems by doing appropriate exercises in a handbook.

Instead of a laboratory some colleges use the opaque or overhead projector with transparencies prepared in advance or with current student themes. These are graded and criticized by the instructor. Among other techniques are the use of team teaching and individual conferences scheduled to discuss long papers. One school reports that at least one quarter of the class sessions is devoted to conferences. Another school uses individual and panel discussions of reading done and dramas seen. This enables the class to cover more ground, and, thus, to have a better survey.

Another interesting idea is reported by a school which cooperates with the social science department to produce a course in which English is taught in conjunction with social studies.

The Syllabus

The question about syllabi for the regular English courses produced a variety of answers. Some people say that they have no syllabus, but do have a course outline. This problem in semantics must be kept in mind when reading the following figures. Almost 76 percent of the department chairmen (187) report that they have a syllabus for the regular freshman English course, while 22.9 percent do not. The rest did not report. Almost 52 percent of the teachers (292) report that their syllabi were written by a faculty committee, and 17.6 percent of the chairmen also say they have a faculty committee for this work. Almost 20 percent of the chairmen say they write the syllabi themselves, and 11 percent of the teachers say the chairman writes the syllabus. A combination of a committee and the chairman create the syllabi, say

37 percent of the teachers, and 27.8 percent of the chairmen say "by the staff as a whole." Slightly over 7 percent of the chairmen say syllabi are prepared by an individual without released time, and 1 percent say each instructor creates his own. A course outline is mentioned by 3.7 percent. Three chairmen also report that the state university or a teachers college creates the syllabus for freshman English, and one says that a committee from all the county colleges creates it. These percentages are for one group. Another group of teachers reports different methods of constructing a syllabus.

Of this second group 22.9 percent of the teachers say the department makes the syllabus. Fourteen percent say each instructor makes his own, and 23.8 percent say they write their own if they are the only one teaching the class. Three colleges report a one man staff. Other remarks by the teachers are that the dean of instruction is consulted or that the senior instructor writes the syllabus. Some say that a "gentleman's agreement" is used or that consultation with other instructors keeps them together. Sixteen teachers report that they have no syllabus. Eight report that there is a syllabus for freshman English only, and one says there is a syllabus only for literature. Department tests keep the course fairly standard for a few, as does the course outline.

In answer to the question about how the course content is controlled if there is no syllabus, 25.3 percent of the teachers answer, "course outline." Other methods in order of popularity are: similar texts and readings, frequent meeting of instructors, department meetings, department consensus of goals and objectives, a common final, a department committee, guidance by the course at a nearby university, and the course description in the catalogue.

The chairmen were asked how often the syllabus is revised. A majority say "whenever the need is felt." Six percent say "at regular intervals," one says "rarely," and 26.7 percent say there is a yearly revision. The revision is done by 25.1 percent of the chairmen. Seventeen percent say that a committee does it, while 27.8 percent say the staff as a whole does it: 9 percent report that an individual without released time makes the revision, and two report that an individual is given released time to make the revision, though none are given this benefit to make the syllabus.

Conclusion

Frequent discussions among teachers are sufficient when there are only a few sections of a course. However, a multisectioned course should have a syllabus. Whether the syllabus comes from a nearby university or is called a "course outline," it is obviously necessary for staff and student morale that all sections of a freshman transfer English course in an institution be similar. It is encouraging to see that syllabi are prepared by the staff more often than by the department chairman, for this is a staff concern. That released time is not given for this work is unfortunate, though every teacher should expect to spend some of his time in committee work as a part of his job. The section of this report which deals with the amount of committee work done by teachers must be consulted before any judgment can be made about this. It can be said, however, that if the construction or revision of a syllabus takes more than the normal amount of time allotted for committee work, the teacher should be compensated for his extra effort.

Textbooks

Inquiry was made about the textbooks used in each semester of the regular English course, to see if there is any pattern of types of courses offered which can be deduced from the texts. For example, if an anthology of essays, a grammar handbook, and a rhetoric text are used in the first semester, it would seem safe to assume that composition is taught. It was not possible to find these patterns with the electronic computers; consequently, the table presents only percentages of types of texts used in general categories. The number of titles submitted is not surprising since there are so many texts on the market for freshman English, but the variety of combinations staggered the imagination of the programer. There are seventeen general categories in which the texts can be placed for each semester (Table 23).

Conclusion

If there is a typical two-year college English course, it is hard to find it from these figures, though it does appear that more composition than anything else is taught in the first semester. All that can be pointed out is that there are larger percentages of certain types of books used in one semester than in another. The figures show only that this type of book is used by this percentage of the teachers who answered.

On the other hand, the frequent call by teachers for some kind of standard curriculum guide to be published by a national organization is understandable. The community college philosophy suggests that courses be built to fit the students' needs as well as to satisfy transfer requirements to four-year colleges, but the bewildering variety revealed here suggests too many carpenters with too little communication among them.

TABLE 23
Types of Textbooks Used
Percent of Types of Textbooks Used in Each Semester of Regular English in the Two-Year Colleges

First Semester		Second Semester	
1. Reader (essays, *etc.*)	73.8%	Reader (essays, *etc.*)	42.0%
2. Literature anthology	11.8	Literature anthology	21.3
3. Grammar handbook	56.7	Grammar handbook	30.0
4. Rhetoric	56.2	Rhetoric	35.0
5. Poetry	4.8	Poetry	19.0
6. Short story	7.0	Short story	14.0
7. Novel	12.8	Novel	31.0
8. Drama	5.6	Drama	22.5
9. Dictionary	19.8	Dictionary	11.8
10. Book length essays	4.3	*Harper's, Atlantic Monthly, Saturday Review*	2.7
11. Language-linguistics	7.0	Language-linguistics	2.1
12. Workbooks	11.2	Workbooks	7.0
13. Speech text	1.0	Speech text	2.7
14. Controlled research	4.8	Controlled research	4.8
15. *English 3200*	1.6	Biography	1.6
16. Miscellaneous	0.5	Miscellaneous	2.7
17. Supplementary material	19.3	Supplementary glossaries and guides	13.4
	N = 187		N = 187

The chairmen were asked for a breakdown of subjects taught in these two semesters, as was seen in the discussions in preceding sections. Half of the chairmen say a large amount of imaginative literature is read in the second semester. Seventy-three percent say their students read for analysis and meaning. On the other hand, 42 percent say they use a reader with material in it designed to be models for writing, but only 35 percent say the students read the material for this purpose. It may be suspected, then, that some schools teach more literature than writing in the second semester.

Supplementary Teaching Materials

None of the persons cooperating in this study claims to be original in his production of extra materials for use in teaching the regular composition course or to supplement the textbooks. Much material of this kind is created, however, and it is reported by 85.6 percent of the chairmen to be in use by their staff in the first semester. Seventy-four percent report that staff-produced material is used in the second semester.

The most common materials produced are course outlines and instructions for writing various types of papers. Lists of spelling words or vocabulary; book lists; guides for theme correction or revision; standards for grades, and symbols used when making corrections on papers; checklists for evaluating speeches, themes, and term papers; drill exercises for grammar; instructions for book reviews; and materials on poetry and metrics are all produced at one institution or another.

Some schools duplicate articles from newspapers and national magazines of opinion, as well as from freshman anthologies. Specifically, one school uses articles from *The Scientific American* when teaching the thesis sentence because there is an abstract of each article near the title. A Sears catalogue is used in one instance to show economy of diction, and a detailed study is made of advertisements in *Harper's.* Another school duplicates news and news features for analysis and comparison when teaching expository style.

Some schools have facilities for producing slides and/or transparencies for the overhead projector, which are used in teaching composition.

A few schools have produced experimental textbooks. One is a text for short story analysis, and another is a book on the writing of poetry. Two schools report they are using experimental texts and that they use linguistics for the teaching of grammar. One of these texts uses tagmemics to teach remedial writing. A third school publishes its own rules for punctuation and grammar with examples, exercises, and instructions for writing compositions. One school has "case studies" for semantics, developed by a departmental committee.

The three most unusual things are done at two private girls' schools and at a normal school. Staff produced material is used in TV teaching at one school. Another school has a creative writing club which produces a monthly anthology on a different theme each month. The writing does not necessarily cover the topics covered in English classes. These anthologies are discussed, the articles are criticized, and the whole work serves to "broaden the students' perspective in critical reading and analytical development." Pictures placed on the bulletin board also encourage the students "to paint with words." At the normal school "good units" are reproduced and given to the students, and the students are asked to have their own "good units" duplicated to be given to others so that they all may share in these ideas and techniques.

Conclusion

There is much more staff produced teaching material in the smaller two-year colleges than there is in the larger ones. No reason can be given for this, but the expense of producing 5,000 five-page exercises for one year's use in a medium-large school is, perhaps, reason enough. On the other hand, it is interesting to note that we have only one report of television teaching, although we have two-year colleges with 7,000–12,000 students.

The infrequent use of the overhead projector with locally produced material does not seem to fit with the general satisfaction with the audio-visual aids available. However, we must remember that it is a very expensive practice to maintain projectors, equip darkened rooms, and produce material.

Many materials similar to those produced by local staffs are for sale if the students will buy them; however, cost to the students is a major concern. This means, of course, that the college must partially bear the expense of student textbooks by producing its own materials. This makes the cost of two-year college teaching greater than in schools where the students purchase all of their materials. The fact that much of this material is remedial in nature—spelling lists for example—means that more money must be spent in this type of teaching than would be spent in a four-year college, even if it also produced some of its own material.

Grading Standards

The teachers were asked how their grading standards are set and whether they are influenced in any way. The largest group, 36.6 percent, say that a nearby college or university to which their students transfer influences their grading standards. College policy (the community college philosophy) sets the standards for 35.6 percent. A faculty committee sets standards for 18.8 percent and 8.6 percent use a grading chart. The rest (15%) say the department chairmen sets the standards or influences them. Many teachers checked more than one category of influences. Thus, the percentages add up to more than 100. The comments on this question frequently state or imply that the open-door policy of the college has let so many poor students into the regular English class that over the years standards have been eroded. On the other hand, teachers report that their standards are higher than those in average four-year colleges because they must see that their transfer students do well after they leave. One two-year college connected with a university grades very leniently in the first quarter. After the students become adjusted, grading is very strict, since most of their students transfer to the preprofessional schools of the university. Other teachers report that they have high standards in their transfer courses, but the community college philosophy makes the standards lower in the terminal courses.

Of the group which reported other grading standards than the ones mentioned above, 24.6 percent say they grade by their own standards, 5.4 percent say that a departmental policy has been agreed upon, and 4.1 percent rely on informal discussion with other teachers. Five instructors say departmental grading sessions aid them in grading, and one teacher says that professional journals and meetings help.

One unanticipated result appeared in connection with this question. Apparently the word "influenced" in the question produced a reaction, for there is an air of belligerency in many of the answers. "By my own standards," "by myself," "no one but me," suggest that many two-year college teachers feel that to be influenced is a bad thing. This was surprising, until eighteen comments other than these indicated that coercion, either outright or by subtle pressure, exists.

Conclusion

It appears that there is a very undesirable situation in many two-year colleges which makes teachers sensitive when asked how they grade. The evidence is that many insist that their standards are high when there is no apparent reason for their insistence. The question was interpreted by these teachers as seeking for an answer which was unanticipated when the question was made. Some teachers either feel that there is pressure on them to grade severely or feel that teaching in a two-year college is somehow thought by outsiders to be inferior. The fact that there is coercion is equally disturbing. On the other hand, some colleges frankly grade leniently at the beginning of the year, with careful attention to the standards of a nearby university in the latter part of the year. It is hoped that some standard departmental test is given at the end of the year so that everyone may be sure that the high standards advertised have really been attained.

Grade Distribution

The grade distribution in the regular English class was also asked about. One of the 187 chairmen reports that in his department 30 percent A's are given, and seven report 12 to 25 percent A's. In the second term two schools give up to 30 percent and eleven give from 12 to 25 percent. Table 24 shows the percentages of A's given in the grade distribution and the percentages of schools in the reporting group which give this grade.

The distribution of other grades is spread widely along the range of percentages and is more difficult to report. Median percentages are not of much value. Nevertheless, a fairly accurate picture can be given by a selection of percentages which seem to be most revealing.

TABLE 24
Schools and Their Percentage of A's

1st Term Schools	*Both Terms* Percent of A's	*2nd Term* Schools
17.7%	9–10%	22%
10.0	7–8	13
30.0	5–6	25
14.0	3–4	12
13.0	0–2	5
11% not reporting		17% not reporting
N = 187		

Fifty-six percent of the 187 schools give from 5 to 20 percent B's in the first term, with 12 percent not reporting, and 45 percent give B's in this range in the second term, with 18 percent not reporting. Eight schools report giving 42–60 percent B's in the first term, but only 5 schools give this many in the second (Table 25).

TABLE 25
Schools and Their Percentage of B's

1st Term Schools	*Both Terms* Percent of B's	*2nd Term* Schools
7.5%	25–26%	8%
6.0	21–22	4
16.0	19–20	16
15.0	15–16	12
12.0	10–12	9
N = 187		

Seventy-two percent of the 187 schools reporting give C's in the range of 30 to 51 percent in the first term, with 12 percent not reporting. Sixty-nine percent of the schools fall in this range in the second term, with 18 percent not reporting. Six schools report giving 69 to 75 percent C's in the first term and 12 schools give 60 to 69 percent C's in the second term (Table 26).

TABLE 26
Schools and Their Percentage of C's

1st Term Schools	*Both Terms* Percent of C's	*2nd Term* Schools
17.0%	50–51%	20%
20.0	40–41	21
7.0	30–31	6
N = 187		

Sixty-two percent of the schools reporting give up to 21 percent D's in the first term, with 15 percent not reporting, and in the second term 68 percent give D's in this range with 18 percent not reporting. Eight schools report from 33 to 40 percent D's in the first term, but only two schools report this range in the second. However eight schools report 29 to 30 percent D's in the second (Table 27)

TABLE 27
Schools and Their Percentage of D's

1st Term Schools	*Both Terms* Percent of D's	*2nd Term* Schools
6%	25-26%	3%
16	19-20	19
9	15-16	12
15	10-11	16
N = 187		

Fifty-five percent of the schools report failing grades in the range from 0 to 10 percent in the first term, with 17 percent not reporting, and 64 percent give failures in this range in the second term, with 19 percent not reporting. Six schools report failure rates from 27 to 40 percent in the first term, and six schools report from 21 to 28 percent failures in the second term (Table 28).

TABLE 28
Schools and Their Percentage of E's

1st Term Schools	*Both Terms* Percent of E's	*2nd Term* Schools
6%	15-16%	5%
18	9-10	16
15	5-6	20
7	3-4	5
6	0-2	11
N = 187		

Twelve schools report withdrawals for the first term, seven of them reporting 9-12 percent. In the second term only nine schools report withdrawals and six of them report 9-12 percent.

Conclusion

If the regular English course is a college transfer course, it should achieve the same goals as similar courses given at the four-year colleges to which the students will transfer. It is difficult to say what the distribution of grades would be in a typical four-year college, but from the evidence about the kind of students who attend two-year colleges it is probably correct to assume that more A's and B's would be given in the four-year school than in the two-year school since most of the latter cannot control their selection of students. Two-year schools which give up to 30 percent A's and 60 percent B's either have selected extremely intelligent students or are giving grades which are far out of line with the percentages of A's and B's given in even the most selective four-year schools. On the other hand, it is not hard to believe that two-year schools would give a higher percentage of D's and failing grades as the reports show.

Table 29 is made of the larger percentages reported to show general trends in grade distribution.

TABLE 29
Grade Distribution

1st Term Schools	*Both Terms* Percent of grades given	*2nd Term* Schools
	A	
30%	5–6%	25%
	B	
31	15–20	28
	C	
37	40–51	41
	D	
16	19–20	19
15	10–11	16
	Failure	
6	15–16	5
33	5–10	36
N = 187		N = 187

Evaluation Techniques

Chairmen were asked what method is used to evaluate the students' achievement at the end of each semester of regular freshman English. Twenty-nine different methods were identified, though very frequently more than one method is used in a school. A few schools use quite elaborate methods, giving different numbers of points for themes, quizzes, class participation, and a final examination. The percentages mentioned below are for single methods, and it must be kept in mind that these figures indicate only frequency of use and do not indicate that one method is considered more valuable than another.

According to the 187 chairmen responding most teachers use the last three or four essays written, in the first semester, and a departmental final, or the long research paper, in the second semester. It is interesting that the category "themes" is used 21.3 percent in the first semester and only 4.28 percent in the second, while the last three or four papers are used only 6.4 percent of the second. This may be because the long research paper comes near the end of the semester and thus replaces the category of the last three or four themes. An essay examination is used in 18 percent of the schools in the first semester and 14.4 percent in the second, and a departmental final and all the work of the semester are each used in 17 percent in the first. Almost 13 percent use a standardized test like the entrance examination, 11.7 percent use a final theme, 10.7 percent judge by the amount of improvement, 9.6 percent use teachers' tests, 8 percent use an average of the midterm and subsequent work, 6.4 percent use class participation, and 5.8 percent take a teachers' final into consideration in the first semester.

The popularity of these devices changes considerably in the second semester. Besides the departmental final, the long research paper, themes, and an essay examination, all the work of the semester is next, 13.9 percent. The average of the midterm and subsequent work is used by 11.8 percent and another 12.3 percent use teachers' tests. Nine percent count on an analysis of a literary work. Eight percent use a final theme, and 6.4 percent have an objective test.

Other methods used are as follows:

1st Semester		2nd Semester
5.4%	Progress shown by keeping records on student errors	3.2%
6.4	Class participation	5.4
4.8	Speaking ability at the end of the course	4.2
4.8	Long research paper	21.9
1.6	Self-evaluation by student	2.0
1.6	Mechanics all correct, for C or above	1.0
1.6	Test on content of assigned reading	3.7
1.0	Analysis of a literary work	9.0
1.0	Spelling	0
1.0	Reading comprehension	3.2
0.5	Notebook	0
0.5	Challenging the first semester	0
N=187		N=187

Conclusion

It has been shown elsewhere in this study that the content of the two semesters of freshman English may differ from each other considerably.

The second semester may contain literature and frequently has a long research paper. This, of course would change the methods for evaluating the student. Nevertheless, the primary goal in both semesters seems to be writing competence; this justifies the frequent use of the term "Freshman Composition" for the first year of English.

REMEDIAL ENGLISH COURSES

The data on remedial English in the two-year college indicate that this kind of course is not only widespread at present but is on the increase. Fifty-eight percent of the 187 chairmen of departments of English in the two-year colleges participating in this study describe remedial English courses. Another 10 percent indicate that they plan to innovate such courses within the next year. Three percent of the chairmen report that they have had remedial English but have discontinued it; these few are clearly contrary to the present trend.

The great majority of chairmen in departments that offer remedial English programs report favorably about them. Forty-nine percent of individual English teachers also feel that the courses are effective for more than three out of four students. A little over 1 percent are optimistic enough to think that the remedial course is effective for all students. Only 31 percent of the teachers consider remedial English ineffective for more than half of the students, and only 13 percent think the course effective for fewer than one student in four.

With respect to the content of the remedial course, 30 percent of the chairmen marked grammar as of *prime* importance; 58 percent marked it as very important; and only 1 percent indicated that it was of little importance. Thus, we see that 99 percent of the responding chairmen[1] think grammar in the remedial course is important to one degree or another. It is interesting to note here that although meetings of the National Council of Teachers of English and the Conference on College Composition and Communication since 1955 have given increasing emphasis to structural linguistics and, more recently, to transformational grammar, only 3 percent of the respondents report any departure from traditional grammar.

While nearly all of the reported remedial courses are said to emphasize expository writing, only about one fourth of them place emphasis upon argument or narration and only 10 percent stress description. The heavy emphasis upon exposition probably reflects the fact that the first term of the regular freshman English course (for which the remedial students presumably are being prepared) typically tends to stress exposition.

Nearly all of the remedial English courses make use of readings in one way or another. Fifty-five percent of the colleges make use of these readings only to develop analytic ability; 19 percent use the readings as models for writing. Most of the schools also report using these readings as a means of incorporating work in remedial reading into the remedial English course.

---

[1] All percentages in this chapter referring to chairmen's responses refer not to the total number of chairmen participating in this study, 187, but to the total number who have remedial programs about which they reported, 108, or 58 percent.

Fewer than 4 percent of the reporting departments place any emphasis upon imaginative literature in the remedial English class. Logic and argument are likewise not stressed. Yet 7 percent of the colleges place a major stress, in remedial English, upon library research.

General semantics does not appear to have much support in the two-year college. Only 3 percent of the reporting chairmen give it a position of importance.

About 25 percent of the chairmen think rhetoric a matter of concern in remedial English. Contrast this with 99 percent who think grammar important. Perhaps we should give critical attention to this prevalent notion that a dosage of traditional grammar alone will cure the patient. Perhaps we should consider that some study of rhetoric, in addition to grammar drill, might be an appropriate part of the remedial English course.

In about 75 percent of the reporting colleges, the grammar that is presented in the remedial English course does not differ from that in the regular English course. In the other 25 percent of the cases, one encounters such comments as "more basic," "high school level," "more time devoted," "more drill." Only 3 percent indicate that some special approach, such as an application of structural linguistics, is being tried.

About 50 percent of the reporting chairmen expect lower final achievement from their remedial students than from the regular students; only 10 percent expect the *same* level of achievement. (Around 40 percent of the chairmen evaded answering this question with "beside-the-point" responses.)

When asked what method they find most useful in teaching remedial students in English, the most popular response among the chairmen is "programed learning"—14 percent. This generally means the use of *English 2600* or *English 3200*. Out of fourteen other possible responses such as "individual instruction," "group discussion," "visual aids," "dittoed materials prepared by teachers," "write daily or very frequently," or even "emphasis on grammar," no significant trend can be seen. No single answer received more than 3 percent of the responses.

Colleges with remedial English courses are about evenly divided with respect to those that have a syllabus for the course and those that do not. Colleges that have a syllabus are about evenly divided between charging a committee with the responsibility for the syllabus and leaving it up to some staff member. Most schools that report having such a syllabus indicate that it is revised at irregular intervals, "whenever the need is felt."

For whatever it is worth, while the chairman of the department rarely reports that he writes the syllabus for the remedial English course, in about 30 percent of the cases he declares himself responsible for its revision.

In the cases where there is no syllabus the question of maintaining unity within the course was raised. About 35 percent of the chairmen respond that the staff understands the objectives. This suggests staff meetings and highly desirable mutual understanding. About 20 percent state that unity is maintained by the use of a common text. This is certainly not the optimal way to achieve unity. Many chairmen didn't answer this question.

The evaluation of student achievement is a problem in any English composition class. It is especially a problem in the remedial class since one must, at this point, decide whether a student may or may not continue his college work. The most common practice followed, according to the present survey, is the instructor's use of his own evaluation to assign grades—this is indicated in about 40 percent of the colleges. In about 30 percent of the colleges the judgment is made exclusively on the basis of an objectively scored test. How remedial students should be evaluated would seem to be a legitimate area of debate. Should a student be evaluated subjectively upon his actual writing, or objectively upon his knowledge of grammar and sometimes of rhetoric? We can make no judgment here; we merely report existing practice. About 20 percent of the colleges evaluate the student by using both an essay and an objective test. We did not receive evidence on how these are weighted.

The chairmen were asked to report letter grade distributions among remedial students where letter grades are given. As might be expected, the grades of A and B are rarely issued. Only in a few colleges are these grades given generously. About 8 percent of the grades given are B's and these are restricted to 2 or 3 colleges. The most popular grade is C. Some colleges largely give remedial students grades of D and E. What is apparent is that letter grades in remedial English classes have only local significance. Some few colleges "pass" all remedial students; some few colleges "flunk" them all, or nearly all; most colleges have some kind of range, but their standards are not comparable.

About 20 percent of the colleges use a lecture method in teaching the remedial English courses. Thirty-five percent use the discussion method, and 45 percent use a combination of lecture-discussion. The last two percentages are not surprising, but the percentage of classes taught by the lecture method alone is higher than one might have thought.

About 40 percent of the colleges make some use of audiovisual materials. Overhead projectors are coming into increasing use. Team teaching and TV—either open or closed circuit—are mostly shunned. But about 40 percent of the colleges are making some use of programed learning.

The textbook requirements are extremely diverse. Only 34 percent require the conventional combination of a book of readings and either a grammar or a handbook. Eleven percent require a book of readings but no grammar; 15 percent require a grammar but no book of readings. Only 8 percent require a college dictionary. In only 4 percent of the courses is imaginative literature stressed sufficiently to make it a textbook requirement.

None of the colleges prepare all of their remedial materials locally. However, 82 percent of them make some use of locally prepared materials, dittoed or mimeographed. This would seem to indicate a widespread encouragement of creativity on the part of the individual teacher or perhaps a serious lack of materials appropriate for remedial English at the college level.

Most chairmen report that teachers teach remedial classes in turn. However, 34 percent of the chairmen report that teachers teach remedial classes, not because they have to, but because they want to. This is a very desirable situation, and it is gratifying that over a third of the remedial classes in the country are apparently taught by devoted teachers. However, only 10 percent of the teachers in remedial English programs have had any special training. Remedial courses are difficult to teach and confront the teacher with unusual problems; yet should the 90 percent of the teachers in the country who are teaching these courses with no special training decide to go back to the university to gain such training, they would find that no courses have been developed for them. This field should be explored and methods and materials should be developed that can be imparted to teachers.

Seventy-one percent of the chairmen and 75 percent of the teachers feel that their students are poorly prepared because of poor high school training. But one should also note that over 50 percent of the chairmen and teachers wrote various comments in the margins of their questionnaires to this effect: "Don't blame the high school English teacher." They blame the high school system but not the high school teacher. About 11 percent blame apathy in the student for poor performance. Interestingly enough, only 4 percent blame ethnic background, and only 4 percent checked a combination of ethnic background *and* poor high school training. Obviously most two-year college teachers—either rightly or wrongly—feel that the bulk of their badly prepared students come to them badly prepared, not because of ethnic or socioeconomic background, but because of poor high school training—but they don't blame the high school teacher.

Further, the percentage of teachers blaming poor high school background does not vary at all with the size of the college. Teachers in the smallest colleges are just as vehement on this point as are the teachers in the largest colleges.

The chairmen report that about half of the teachers who teach remedial English like it. This corresponds closely with the individual teachers' responses. Forty-nine percent of the teachers believe that remedial English is effective for three out of every four students. About 18 percent of the teachers think that remedial English can succeed with fewer than one student in four.

Thus, about 18 percent of the teachers report that they think remedial English courses are likely to be ineffective, and the chairmen report that 20 percent of their teachers dislike teaching remedial sections. These figures correspond so closely that we can assume that teachers who like to teach remedial English think it is successful and teachers who don't like to teach remedial English think it is not successful.

About 50 percent of the colleges that have a remedial English course add a remedial reading course. The other 50 percent "take care" of whatever remedial reading they do in the English course itself. Five percent of the colleges have no reading at all in the remedial English program.

With respect to the 50 percent of remedial reading programs reported, the chairmen say that 65 percent of the teachers have had special training. But only 15 percent of the teachers who teach such courses claim such training. Clearly there is a semantic difference in what is meant by "special training." One graduate course may loom large in the chairman's mind as "special preparation." The same course may seem a weak and inadequate thing to a teacher who must stand in front of the class.

Conclusion

1. The surprisingly widespread use of programed learning in remedial English courses suggests, at the very least, that teachers in such courses feel a need for some kind of special materials, whether programed or not. The application of modern linguistics to the special problems of teaching

remedial English and reading has evidently been explored very little. Can the application of some aspects of structural or transformational grammar yield methods that would prove effective?

According to the responses to the questionnaires, courses in remedial English and reading are widely offered and their number is increasing. However, the fact that there are nearly as many ways of teaching these courses as there are courses uncovers a problem but does not suggest a solution.

2. There appears to be a need for graduate courses that would offer special training in the teaching of remedial English and reading to students at the post-high school, precollege level. Perhaps the demand for such courses among graduate students who have not yet begun to teach would not be great. However, it is probable that many teachers would be willing, some perhaps eager, to return to the university for such training, once they have faced the realities of the classroom for a few years.

HONORS COURSES IN ENGLISH

Typically, two-year college English departments prefer to enroll their superior students—those who score high on English placement tests—in the regular English program. Still, a substantial number of two-year colleges, about 28 percent of the 187 participating in this study through their English chairmen, report that they do provide special English courses for their gifted students. Usually designated "honors," such courses are also variously labelled "accelerated," "advanced," "special-interest," or "enriched." Once established, honors courses persist: only one college reports dropping an honors program; conversely, about 5 percent of the responding colleges indicate that they are now exploring honors courses and hope to introduce such a program in the future. But if a significant number of two-year college English departments are actively engaged in developing courses for their most able students, they are clearly unwilling to exempt those students entirely: indeed only 2 percent of the colleges report that they regularly exempt their most competent students from taking freshman English.

Teaching an honors course appears to be a privilege reserved for an elite corps of faculty members. In those two-year colleges which have developed an honors program, only 15 percent of the teachers report that they regularly teach an honors course; another 25 percent do sometimes. But 60 percent of the teachers report that they never participate in such a program.

What *is* the honors program? How does it differ from the regular program in English? The two-year colleges answer these questions in quite diverse ways. The following categories describe the kinds of writing which students undertake in different honors programs; each category seems to have its share of enthusiastic proponents (from 6 to 10 percent of the responding colleges, in each instance):

More, and more advanced writing in the area of expository and rhetorical analysis
More, and more advanced writing in the area of literary criticism
More, and more advanced writing in the area of creative writing
Independent writing and reading under individual staff supervision or in seminars.

Also a few schools offer advanced writing in special areas, such as journalism, library research, and argumentation. The only reading category mentioned prominently is "More, more difficult, and more critical reading of imaginative literature."

Despite the diversity of the honors programs, they do have a persistent kinship. Over and over again, department chairmen, commenting on the honors courses in their colleges, reveal a congenial consanguinity. For one thing, English chairmen suggest that students in these courses possess a decent proficiency in grammar and mechanics; their remarks vary from "Less time is given to mechanics review" to the laconic "No fooling with grammar, spelling, etc." Again, department chairmen agree that these courses encourage a lively originality. Phrases like "original thinking," "independent work," or "challenging discussions" recur. Finally, there is emphatic agreement that honors courses require more mature, incisive, even profound student performance. Here are some typical comments:

> The course is designed to give students greater depth and to stimulate both broader and deeper thinking.
>
> One naturally slants lectures and discussions toward a higher intellectual level.
>
> The student is expected to go farther and deeper.
>
> Much more work is demanded from the students, and treatment of courses is much like that in university courses.
>
> Heavy on the writing.

Teachers associated with the honors program apparently feel that these courses fulfill their function quite successfully. About a fourth of these teachers indicate that honors courses are 50 to 69 percent effective; another fourth estimate that the courses are 70 to 79 percent effective. But fully one third of the teachers insist that the courses are 80 to 99 percent effective—clearly an enthusiastic endorsement of the program! It may be salutory, however, to quote fully the one negative appraisal:

> For three years we had an honors section and then voted it out. We wanted to offer more difficult readings and expected more critical writing from these people. They did not need grammar. We found, however, that those who were good in grammar were not necessarily the best thinkers or the most intelligent students. Furthermore, we decided we needed those students to set the pace in regular classes.

And, from another two-year college, in terse counterbalance comes this statement: "This group is a joy to teach."

Confronted with the task of assigning grades to students in honors sections, some faculty members confess to a certain uneasiness. After all, honors courses, as one respondent puts it, contain "students of considerably higher caliber than those in the regular program." However, a preponderance of the teachers say staunchly that they evaluate student achievement in honors classes in much the same way as they do in other classes; but since the work is more demanding, standards are probably higher. Faculty attitudes are reflected in these typical remarks:

> The work is generally more inclusive and challenging, and the student is required to do more work in achieving his grade.
>
> An instructor expects more; the student should be able to write a longer, better developed paper in better paragraphs when he enters the program.
>
> The chief difference lies in the type of work done. The method (of evaluation) is the same.
>
> Students are graded on a stricter basis throughout the term.

Evidently you expect more from above-standard Suzy, and you get it.

In honors courses, grades are distributed over the full range, from A to E, in widely (one is tempted to say "wildly") diverse patterns. A few two-year college honors programs (about 3 percent) assign A's and B's exclusively. But about the same number of colleges give more C grades than A's or B's. Indeed many colleges disclose that they are not averse to giving a grade below a C to honors students. From the precarious data available, one might venture a cautious inference: perhaps the typical grade assigned in an honors course is a B.

TEACHERS' PROFESSIONAL QUALIFICATIONS

This chapter presents the data from the Teachers' and Chairmen's Questionnaires which are related to teacher preparation and professional qualifications. It is intended to present the data, to identify significant responses in specific areas, to draw a limited number of conclusions, and to direct attention to implications or aspects for further study.

Teachers Judge Their Own Preparation and Professional Qualifications

A series of questions in the questionnaire for teachers is concerned with their judgments now in regard to the adequacy of their own training and experience before beginning to teach in a two-year college, and with their recognition of subjects which they now wish they had studied earlier. (See Chart I.)

Individual responses indicate the following as desirable items in the preparation of English teachers for the two-year college:

> "Supervised teaching as a graduate assistant, and careful supervision during my first year of actual teaching." "Supervision under a master teacher." "Some direct experience of working with a successful teacher in the classroom and of grading compositions under critical supervision would have been more useful to me. . . ." "Simply experience, especially to have learned that I should not teach to impress my colleagues, but teach the students." "Composition procedures and criteria for grading." "True course work in techniques of writing and grading themes." "Tests and measurements." "Creative writing—several semesters."
>
> "Literary analysis." "Literary criticism." "Comparative literature." "World literature." "Modern poetry; drama; twentieth century novel." "American literature."
>
> "Anthropology." "Philosophy." "History of philosophy." "Latin and Greek." "Good courses in American English, and European history."
>
> "Reading methods."

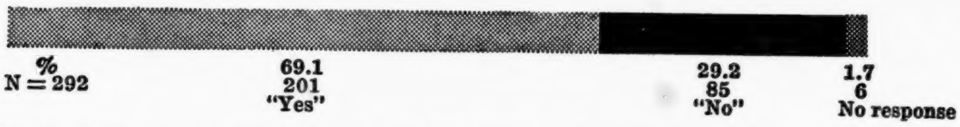
The following comments by individual teachers show something of the wide range of opinions as to what training is regarded as helpful and what is not. These responses are made about methods courses:

> "Helpful." "Methods courses on teaching composition and grammar (would be valuable)." "A course in teaching methods for literary analysis (would have been worthwhile for me)." "I doubt if a linguistic approach is more helpful in teaching composition, although I'm sure it is more accurate." "Methods course was a farce." ". . . methods and educational psychology should be replaced with linguistics and history of the language courses! ! !" "Methods courses certainly not."

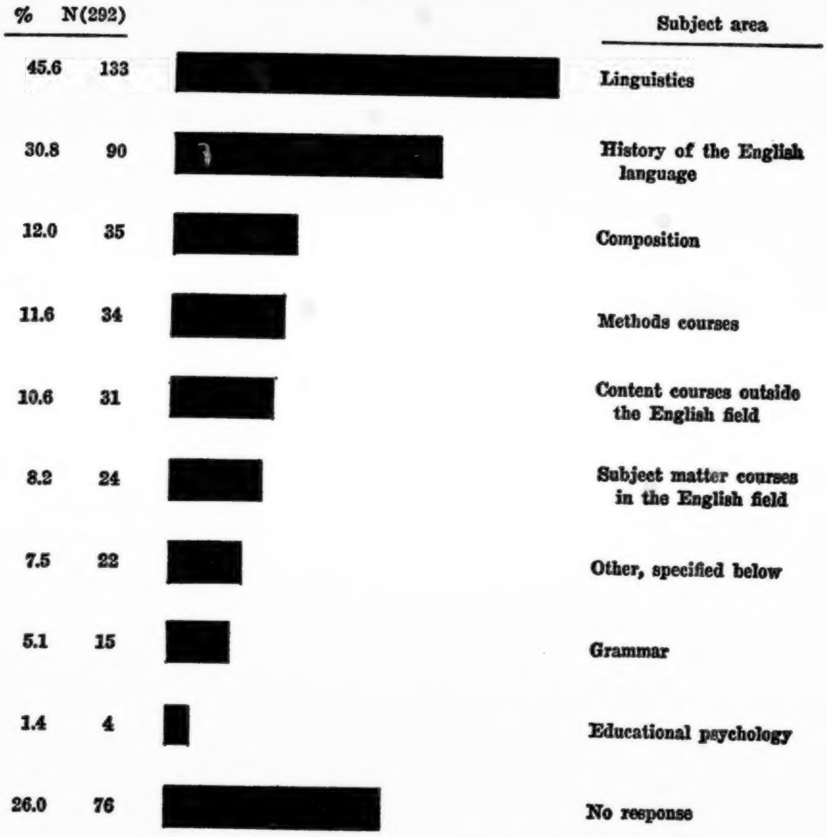
CHART I

Training and Experience

Do you feel that you were adequately trained when you began college teaching?



Which of the following, if any, do you now feel you should have had more of? **(Note that some people offer more than one answer to this question.)**



Concerning the desirability of more work in educational psychology, one individual says: "Theory of learning as applied to composition (would be useful)." Another writes, "Great Scott, NO!"

Backgrounds and records of the teachers attached to such responses as those given above would be necessary for an accurate interpretation. Nevertheless, one can ask just how significant they are: Is linguistics a matter of real importance to these respondents, or is it merely something bandied about in professional conversation? Is the term "methods courses" a kind of expletive resulting from the currency of recent, uniformed journalistic criticism, or does the term stir up memories of boring courses taken too soon—perhaps taken in an earlier day when many such courses were largely a fumbling experiment? Undoubtedly some methods courses today warrant such criticism; others definitely do not.

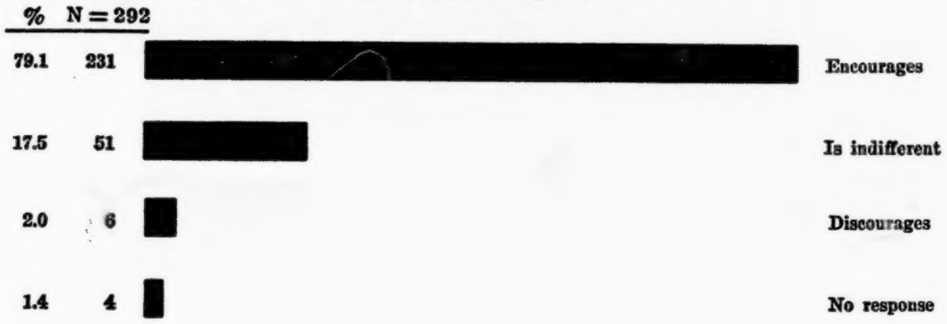
Does the college administration encourage further study for teachers aware of inadequacies in their academic preparation?

Replies to such a question are of interest:

CHART II

Encouragement of Further Study

What is the attitude of your institution toward your taking graduate courses in order to earn a higher degree, or to increase your competence?



Teachers and Department Chairmen View Desirable Preparation and Qualifications for Successful Teaching

Because qualifications for teaching English are of such great importance, responses both from the 292 teachers who replied to questioning and from the 187 department chairmen are given here in some detail. Despite some differences in content in the two sets of questions, certain parallels emerge in the answers to this series; these answers are worth examining in some detail.[1]

Clearly, the doctorate does not seem to be of utmost importance except in the opinion of 19 teachers of the 292 and of 15 chairmen of the 187 responding. The doctorate in English Education, whether Ph.D. or Ed.D., carries substantially less weight, especially with department chairmen. For at least half the people in both groups, neither degree seems to be of major significance.

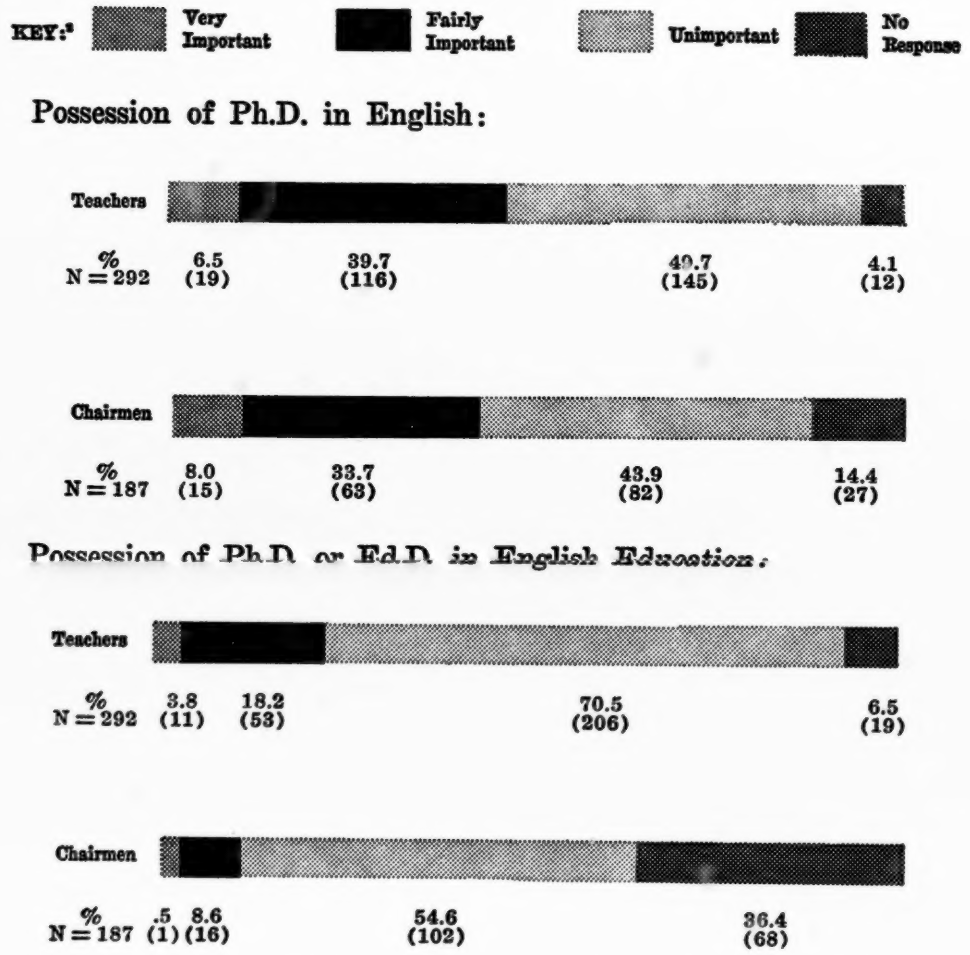
Toward the Master's degree, however, the attitude is predictably different. Slightly over 73 percent of the chairmen say that possession of the Master's degree is a very important qualification for a prospective teacher, and 19.3 percent more call it fairly important. Less than 8

---

[1] Note that because the total differs for the two groups of responses, only percentages are graphed, though the actual numbers are given in parentheses below the percentage figures.

CHART III

Importance of Qualifications



percent, then, of the 187 department chairmen consider the M.A. of no importance or fail to respond to the question.

A most important single qualification in the view of teachers comes to light in their responses concerning the value of *interest in teaching in the two-year college*:

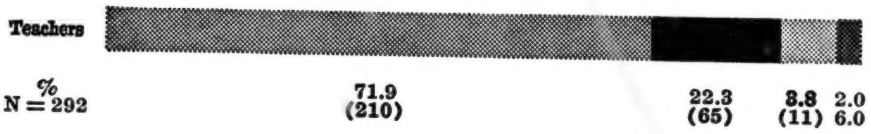
No explanation or justification is available from this study for the minority responses given to these two questions. However, in view of the often stated purposes of the two-year college, these responses do suggest that there may be all too frequent lack of communication and indeed of understanding between the teachers and the policy makers in some two-year colleges.

---

[3] This key will serve for charts of this type throughout the chapter.

CHART IV

Interest in Two-Year College Teaching

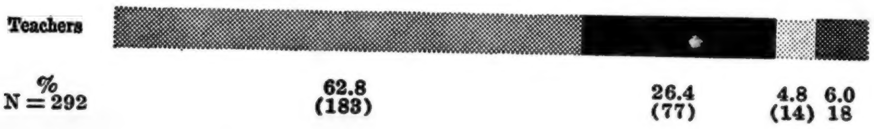


A related question brought strong teacher response:

How important is willingness to become involved in teaching basic language arts?

CHART V

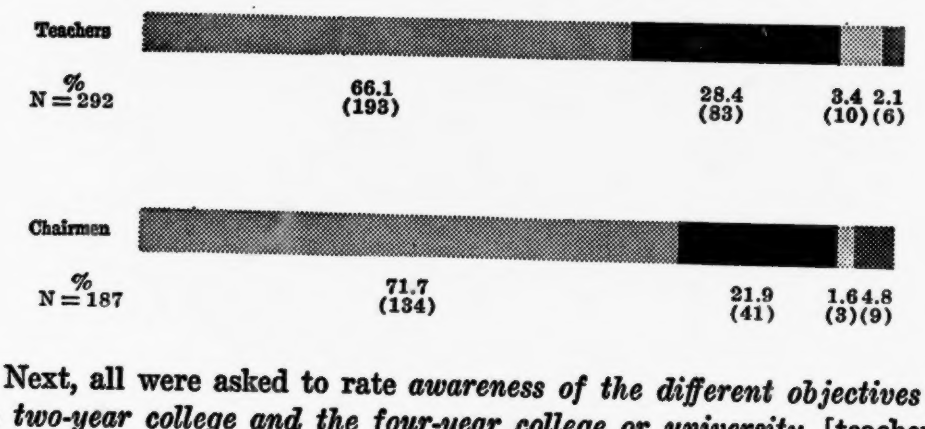
Willingness to Become Involved in Teaching Basic Language Arts



To be noted are two items concerning qualifications about which both teachers and department chairmen were questioned. In the first instance, the answers were doubtless predictable both in content and in closeness between the two groups; in the second, the limited weighting (especially by department chairmen) may, like the previous questions, be a matter for study at another time. All were asked to rate, first *a keen interest in literature and the fine arts* [teachers] and *love for arts and literature* [chairmen].

CHART VI

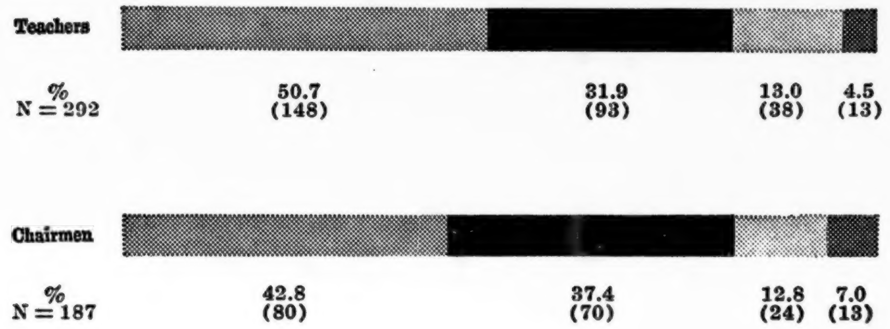
Reactions to Literature and the Arts



Next, all were asked to rate *awareness of the different objectives of the two-year college and the four-year college or university* [teachers] and *understanding of the different roles of the two-year and four-year college* [chairman].

CHART VII

Awareness of the Differences between 2- and 4-year College



Numerous comments which were written to amplify questionnaire responses cast additional and interesting light on the figures just given. Teachers make these observations:

> "A junior college teacher should be student-oriented rather than degree-oriented. . . ." "He should have an interest in and a dedication to the junior college student and to the philosophy of the junior college." "An orientation toward teaching rather than research—very important." "Awareness of differences in student capability and interest." "Must have willingness to encourage students."
>
> "Willingness to work patiently with hopelessly inept students." "An understanding of the deficiencies of high school graduates."
>
> "General cultural background, wide reading, contempt for Education courses, high standards, no permissiveness."
>
> "He ought to want to teach and know when he is teaching well. When he isn't he should either change or quit teaching."

Department chairmen make these observations:

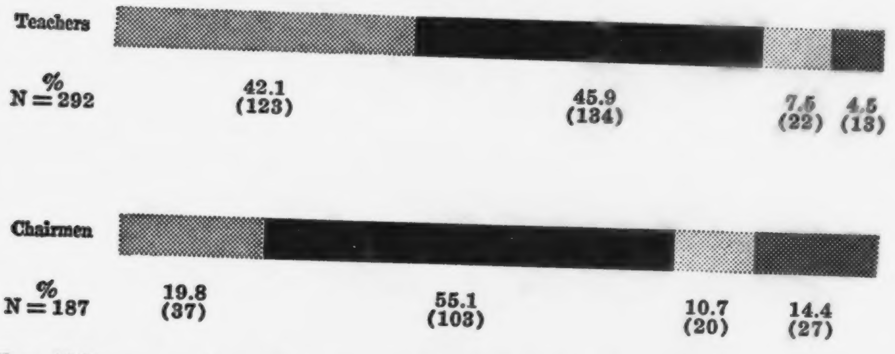
> "The junior college English teacher needs to create a desire for literature and a feeling for language. For one who really appreciates only the achieving student, the junior college is not the place." "We expect competence in subject matter, of course, but we are much more interested in ability to teach effectively than in specialized scholarly knowledge—bright breadth rather than dull depth."
>
> "The most important quality is ability to define course goals and to carry out activities that move toward these goals." "I would prefer teachers who appreciate the relative flexibility permitted by our syllabi rather than those who feel the need for a blow-by-blow tour through a course."
>
> "Very important—sufficiently warm personality that students find him approachable." "Genuine interest . . . in the students one has the privilege of teaching; desire to *teach them,* and the proper academic background and native intelligence to realize this desire." ". . . humble desire to let students shine, not parade his own learning."

"Willingness to cooperate with other members of the department in academic matters; cooperation in nonacademic matters—committee work, student advising. . . ."

"Should be a pleasant, happy character, who can teach, enjoy life and what goes, have a minimum of professional claptrap about him."

English teachers and department chairmen alike show great interest in the field of linguistics as a necessary part of preparation for teaching, though with some difference in intensity. (The teachers' question included both *linguistics and the history of the language* but the latter was not specified in the question to chairmen.) Importance is rated as follows:

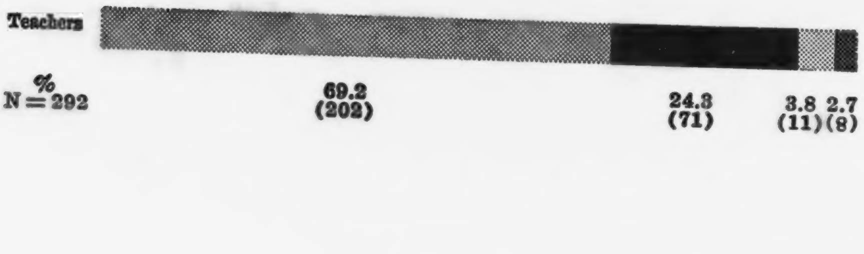
CHART VIII
Importance of Training in Linguistics



The differences in response suggest further inquiry.

A substantial majority of teachers indicate that a properly qualified two-year college English teacher should have had "some composition work beyond Freshman English." Department chairmen were not queried specifically on this item, although several mentioned the need in marginal comments. One department chairman seems to have been speaking for others as he wrote, "The big question: How can we help teachers to teach composition without leaning so heavily upon traditional (or even 'modern') grammar?" Teachers obviously believe it is important to have had *substantial work in composition*, as shown here:

CHART IX
Importance of Work in Composition

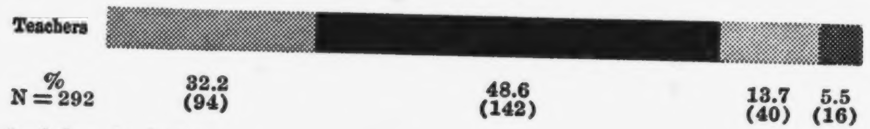


Specific subjects considered and rated by teachers, as part of background knowledge for their work, are these:

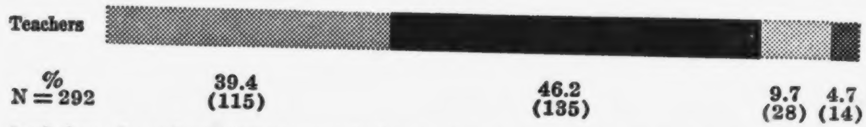
CHART X

Specific Trainings

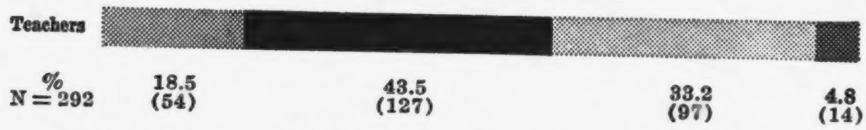
Some training in semantics—



Some training in logic—



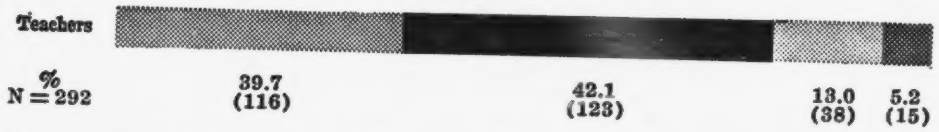
Some training in educational psychology, language arts methods, and materials—



Generally, teachers consider *experience in teaching at the college level* important for their work in the two-year college. They rate at least one, two, or three years of experience as shown here:

CHART XI

Experience in Teaching



Some teachers listed other desirable professional qualifications or qualities:

"Reading methods. . . . ."

"Active intelligence." ". . . good academic record." "An interest in keeping alive, to continue learning about the areas being taught." "An open mind." ". . . functional and creative imagination in dealing with *alive* ideas."

"Understanding of students, dedication to their interest and welfare."

"Genuine respect for all students."

"Willingness and ability to work hard." "Acceptance of inadequate pay, overload of students." "Must be a work horse."

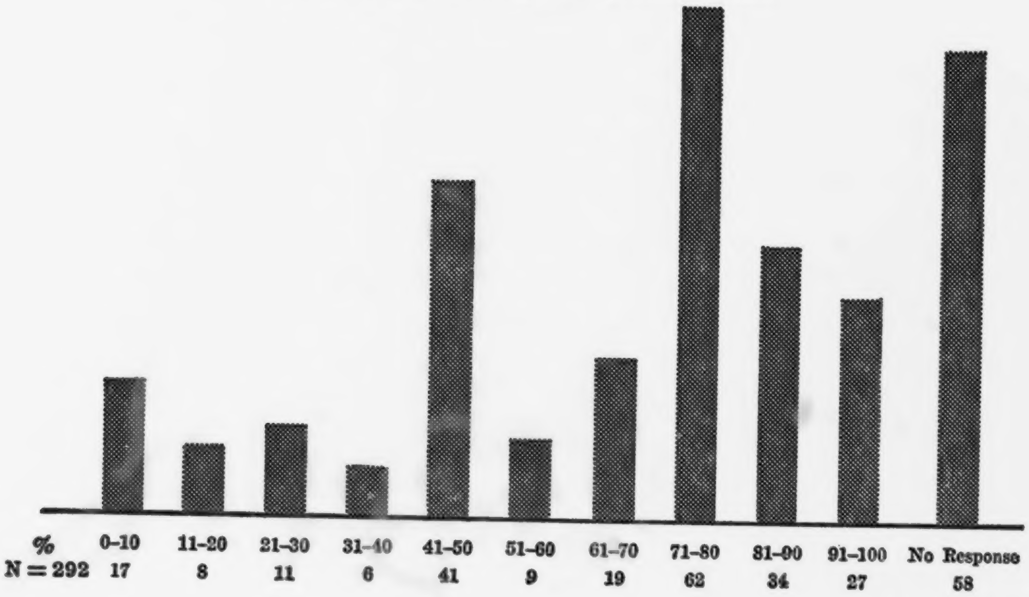
> "Broad general education and background, wide-ranging interest." "Travel in this country and abroad, especially in the British Isles." ". . . independent research, attendance at seminars and conferences."
>
> "Writing background helps." "Publication in professional magazines."
>
> "Formal training in writing as such."

Suggestions made in each instance by no more than one individual are also noteworthy:

> "In the southern states, the ability to speak distinctly . . . affects spelling and diction, hence some training in voice production to encourage articulation in students."
>
> "An interest in people and good communication procedures and practices."
>
> "Enthusiasm, sense of humour, generosity, lack of prejudice, ability to work with others, *and* experience in other fields so that he does not fall victim to adolescent psychology and think his college is the capital of the world."
>
> "No course will make up for lack of experience . . . above all a teacher should be an individual with an approach to life that is his own."

Following the questioning about desirable qualifications for one who undertakes English teaching in a two-year college, teachers were asked, *What percent of the staff, of which you are a member, would you say has the ideal qualities to be a junior college teacher?* Replies are indicated here:

CHART XII
Estimated Percentage of Qualified Staff



Transposing these figures into an ordinary grade scale produces this interesting result: *just under half made a passing grade or better!* (See Chart XII.)

A (91–100)	9.2%	27 persons
B (81–90)	11.6	34 persons
C (71–80)	21.2	62 persons
D (61–70)	6.5	19 persons
E (0–60)	31.5	92 persons
No Response	19.9	58 persons

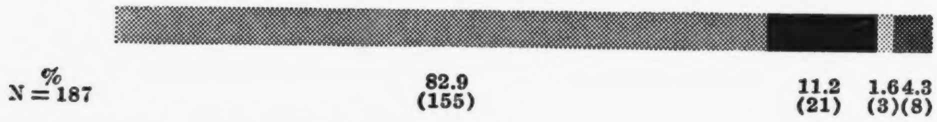
Department chairmen, deans of instruction, and administrative staffs should find these scores of interest. How teachers see themselves and how they see their colleagues—these are vitally important matters!

Additional concerns of department chairmen regarding teacher qualifications and attitudes are reflected in these specific items:

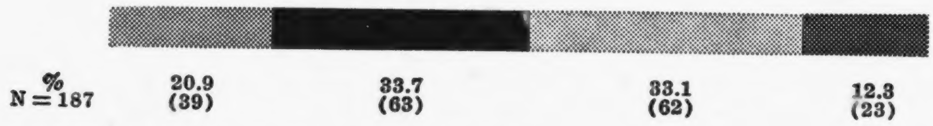
CHART XIII

Chairman Concern with Specific Qualifications

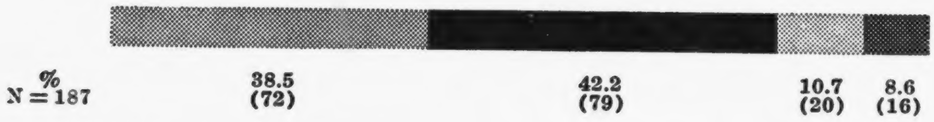
. . . *desire to teach*



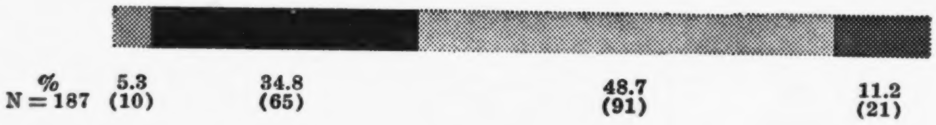
. . . *desire to engage in scholarship*



. . . *ability to "fit in" with established staff*



. . . *field of literary specialization*



Teachers Report on Professional Activity Beyond the Classroom

Thus far, the reporting of data from the responses to the questionnaire addressed to two-year college English teachers has been focused on these areas:

1. Adequacy of teachers' training, as they now perceive it.

2. Qualifications for teaching, as teachers and department chairmen view them.

The final series of questions in the Teachers' Questionnaire relates to the teachers' professional associations and activities outside the classroom.

Do you belong to any of the following organizations? (Each was asked to check as many as might be appropriate. Results are shown in Table 30.)

TABLE 30
Organizations

National Council of Teachers of English	160 members	54.8%
State or regional English association	146	50.0
Conference on College Composition and Communication	94	32.2
National Education Association	78	26.7
Modern Language Association	52	17.8
College English Association	43	14.7
State teachers' associations	35	12.0
American Association of University Professors	23	7.9
Speech Association of America	13	4.5
State Junior College Association	12	4.1
International Reading Association	9	3.1
State or national American Federation of Teachers	9	3.1
	N = 292	

Among the 292 teachers responding, there are at least 674 memberships in the organizations listed, an average of at least two for each teacher. Some of the 292 did not make any response to the inquiry nor any comment about it. Two persons indicated that their memberships could not be disclosed!

How many national professional meetings have you attended during the last five years? (Table 31).

TABLE 31
Meetings Attended (National)

None	122 teachers	41.8%
1 meeting	69	23.7
2 meetings	32	11.0
3	30	10.3
4	13	4.5
5	9	3.1
6–10	12	4.1
11–15	1	0.3
No response	4	1.4
	N = 292	

The next items may partially explain why so many teachers do not find it practicable to attend national meetings.

What is the attitude of your administration toward your attending such meetings? (Table 32).

TABLE 32

Administrative Attitude Toward Meetings Attended

Approving	210 teachers, or 71.9%, find approval the prevailing attitude
Disapproving	8 teachers, or 2.7
Indifferent	60 teachers, or 20.6
No response	14 teachers, or 4.8
	N = 292

Does your administration pay your expenses for such attendance? (Table 33).

TABLE 33

Expenses

Expenses partly paid	143 teachers	49.1%
All expenses paid	69	23.7
None paid	58	19.9
No response (or indication of lack of information)	21	7.2
	N = 292	

If your answer is "all" or "part," please explain the policy as you understand it. (Table 34).

TABLE 34

Expense Policy

Transportation or mileage allowance provided	65 teachers	22.3%
Per diem cost of lodging and meals allowed	47	16.1
No set policy: depends on situation—and who asks	28	9.6
Expenses paid, whole or part, if in own state or nearby	19	6.5
Expenses paid, whole or part, if person is on program or official college representative	19	6.5
Maximum allowance, $50	8	2.8
Maximum allowance, $75	4	1.4
Maximum allowance, $150	1	0.3
To limit of yearly budget (amount not specified)	5	1.7
Generous	1	0.3
No response	15	5.1
	N = 292	

How many local professional meetings have you attended in the last five years? (Table 35).

TABLE 35
Meetings Attended (Local)

None	51 teachers	17.5%
1	18	6.2
2	34	11.6
3	35	12.0
4	18	6.2
5	41	14.0
6–10	40	13.7
11–25	38	13.0
26–50	10	3.4
"Too many to count"	5	1.7
No response	2	0.7
	N = 292	

Presumably, the values of organizations are appreciated by some but not by all the members of any group. Note that no more than 46 percent of the 292 teachers who responded have attended one or more local professional meetings in each of the last five years, that nearly 20 percent attended no local professional meetings at all, and that over one third of this group had not attended even one local meeting a year over the five year period.

On the surface these figures suggest considerable apathy. If apathy is the explanation, evidence is lacking to explain it. Are local professional organizations and their activities in short supply? Do they lack relevance for two-year college teachers? Are teachers of English and their department chairmen in the two-year college really "too busy?" Is it possible that both professional leadership and professional spirit are as limited as the above figures seem to indicate? Are there some implications here for those engaged in teacher preparation, as well as for administrative leaders, to consider?

In view of the concern in some quarters about the so-called "publish or perish" aspect of professional activity by college teachers, chairmen were asked, *How many of your staff have published professional material or creative writing frequently, or occasionally?* Their responses are shown in Tables 36 through 39.

Publication does not constitute a major activity by English teachers in the two-year college, so far as department chairmen indicate. The data show, however, that in spite of their teaching burden many two-year college teachers do contribute to the professional journals and engage in creative writing. Considering the conditions under which they must work, it is surprising that they contribute in this respect as extensively as they do.

TABLE 36
Frequent Publication,
Professional Material

Chairmen Reporting	No. of Staff
13	1
6	2
2	3
2	4
1	10
163	0, or no response

TABLE 37
Occasional Publication,
Professional Material

Chairmen Reporting	No. of Staff
39	1
29	2
17	3
4	4
3	5
6	6
1	10
1	11
87	0, or no response

TABLE 38
Frequent Publication,
Creative Writing

Chairmen Reporting	No. of Staff
20	1
3	2
4	1
163	0, or no response

TABLE 39
Occasional Publication,
Creative Writing

Chairmen Reporting	No. of Staff
50	1
29	2
6	3
2	4
2	5
1	6
1	7
96	0, or no response

Conclusion

1. Many teachers of English in the two-year college need to know the objectives of the two-year college; so do many department chairmen—half of them, in fact, according to their questionnaire responses.
2. Many teachers wish they knew, or had known when they started teaching, much more about teaching composition. They wish they had known more about stirring interest and building skills among students who seem to be lacking in motivation. Teachers are specific in wishing they had attained, early in their preparation and experience, a better understanding of linguistics, of the history of the language, and of semantics and logic.
3. Among respondents who apparently consider themselves well informed as to *1* and *2*, there are many comments relative to the need for a rich background in the humanities, for a ''broad range of interests beyond

the English classroom," and for qualities of personality which presumably result from these.

4. Teacher responses give evidence of dissatisfaction with their teaching situation and, especially, with the quality of their colleagues. The ratings show that only about half make even a passing grade in the eyes of those who judge them.

5. Relative to professional responsibility and activities beyond the classroom, about half of the people questioned say they maintain one or more memberships in subject field organizations; less than half attend one or more meetings in the course of a year.

6. From the conclusions listed above, and from the data supporting them, the following observations can be made:

   Preparation for teaching English in the two-year college needs to be realistically planned and conducted—substantially beyond what often takes place.

   Two-year college leadership personnel in many colleges need to provide more adequate orientation for new teachers and department chairmen, as well as more effective inservice education—and encouragement.

   Professional organizations have almost unlimited opportunities to serve teachers of English, and their department chairmen, and through them the students in two-year colleges. Indeed, in many locations the need for their help is very great.

UNIQUE PROBLEMS OF TEACHING ENGLISH IN THE TWO-YEAR COLLEGE [1]

1. *Recognition of the unique identity and function of the two-year college:* the need for a recognition that the two-year college, which is generally a community college, is an institution for helping students on whatever level of ability or achievement they are—that it has an identity of its own.
2. *Effect of the "open-door policy":* a wide range of preparation, ability, interests, needs, backgrounds, and goals within a single composition class as a result of this policy.
3. *Necessity for remedial programs:* the need for remedial English programs because high school teaching has not developed, in large numbers of students, the basic language skills necessary for college work.
4. *Transfer and terminal students:* a conflict of dual aims of preparing transfer students for senior college or university work and of offering useful work to terminal students in the same class.
5. *Maintaining standards:* difficulty of maintaining standards of college level work because so many students are inadequately prepared.
6. *Continued high school attitudes:* a situation in some two-year colleges where high school attitudes by students continue and the development of a mature academic atmosphere becomes an impossibility.
7. *Needs for motivation:* need for motivating and guiding large numbers of students who lack interest and have unfavorable attitudes toward composition and literature.
8. *Class size and teacher load:* English composition classes in most two-year colleges are too large, and the individual teacher has too many hours of class contact. Current teaching loads and class size limit the number of papers that can be assigned; they make it impossible for the teacher to correct or criticize the written work satisfactorily.
9. *Minimum emphasis on English:* there are some two-year colleges where the emphasis is on vocational, practical courses, leading to minimized emphasis on English courses.
10. *Need for two-year college minded teachers:* the heterogeneous student body and the limitations of large numbers of students require

---

[1] These problems, some of which are mentioned in the Introduction, are the ones which occur most frequently in the replies of 292 teachers of English in two-year colleges to the question: "How would you define the *unique* problems of teaching English in the two-year college?"

teachers who have special attitudes and skills and who are willing to become involved in teaching this kind of student. There is a need for a better understanding by English teachers of the junior college program and philosophy.

11. *Need for teachers who are trained in communication:* teachers of English in the two-year college should be trained not only in the humanities but also in fields that relate to the teaching of composition: semantics, linguistics, logic, and rhetoric.
12. *Two-way articulation of the two-year college:* (1) with high schools, to urge them to strengthen their English courses by emphasizing more practical writing practice; (2) with four-year colleges, to gain their cooperation in planning basic English courses; to determine what proficiencies they expect two-year college graduates to have; and to solve the problem of how to give courses in the two-year college that not only meet the needs of this type of institution but are also transferable.

NEEDED STUDIES ON ASPECTS OF TEACHING ENGLISH IN THE TWO-YEAR COLLEGE [1]

1. Ways of motivating students who are poorly prepared and who have no definite goals.
2. Junior college graduates' success in English in their last two years of college work.
3. Development of an adequate screening and placement test in English.
4. Ways to test writing ability of incoming students.
5. Procedures in advanced placement.
6. The relationship of formal grammar, linguistics, and semantics to writing.
7. Grading standards in the two-year college.
8. Teaching load and class size in English in the two-year college.
9. Follow-up studies of students who had remedial English in the two year college, that is, an evaluative study of remedial English.
10. Data that prove conclusively the efficacy of limited enrollments in composition classes.
11. Evaluation of materials: textbooks, films, tests, etc.
12. Courses in graduate schools for orienting prospective teachers in the needs of the two-year college students and the nature of remedial work in the junior college.
13. The terminal-transfer problem: needed research on this problem, leading to conclusions as to whether it is desirable to have both types of students in the same course or to have separate courses for terminal and transfer students.
14. The remedial aspect of English in the two-year college as it relates to the teaching of transfer and terminal students.
15. The use of lay readers in composition courses.
16. Graduation requirements in English in the two-year college.
17. Course of study in composition with useful insights from structural linguistics and transformational grammar.

---

[1] Based on statements by 292 teachers and 187 department chairmen in two-year colleges.

RECOMMENDATIONS FOR THE PROFESSIONAL IMPROVEMENT OF TEACHERS OF ENGLISH IN THE TWO-YEAR COLLEGE [1]

1. That the professional journals publish more articles on teaching English on the two-year college level.
2. That the professional journals have sections which will serve as forums for information and opinion on English in the two-year college.
3. That there be considered the publication of a small workshop journal of a practical kind that would be helpful to teachers of remedial English (reading and speech to be included).
4. That there be established an exchange teacher program among levels of higher education and also among two-year college teachers of English.
5. That centers be established for the development of two-year college curricular materials: for the evaluation of materials; for the analysis of courses of study.
6. That graduate departments in English introduce courses in the teaching of language arts (written and oral communication and reading) in the two-year college, with special attention to problems in this type of institution.
7. That summer workshops be established especially for the development of new techniques and materials for subfreshman English.
8. That steps be taken to make available to two-year college teachers instruction in an area where there is a strongly felt need for continued study, linguistics—especially the application of linguistics to writing. There is a need for Linguistic Institutes at regional levels.
9. That bibliographical materials in linguistics and study outlines be prepared for independent study by teachers who cannot take courses.
10. That some action be taken against the situation in the two-year college affiliated with a high school where the college teachers have time-consuming additional high school duties.

---

[1] Based on statements by 292 teachers and 187 department chairmen in two-year colleges.

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This report has presented a picture of English instruction in the two-year college drawn from the information furnished by 187 department chairmen and 292 teachers in 239 two-year colleges of various types, located in every region of the country. In the eight main sections, the authors of the report have analyzed the data and arrived at conclusions concerning the teaching of English in this unit of the American educational structure in which the largest number of college-age youth will be enrolled in the future.

One of the conclusions arising from data related to the general situation in the two-year colleges is that there is very little democratic procedure in matters relating to personnel practices, such as engaging and dismissing teachers, making recommendations for tenure, and selecting chairmen of departments. Even chairmen who have a voice in the selection of personnel are in the minority. The situation seems to this committee of the National Council of Teachers of English and the Conference on College Composition and Communication an alarming one. Certainly with the two-year college now recognized as a part of higher education, there should be a more democratic spirit within these institutions, where administrators should draw on the professional judgment of teachers in making decisions about the selection of staff members and in determining which teachers are to occupy positions of authority within the staff. Edmund J. Gleazer, Jr., executive director of the American Association of Junior Colleges, has called the two-year college "democracy's college of this century." The institutions of a democracy must foster the spirt of democracy in professional procedures if the basic philosophy of our way of life is to flourish. The data revealed by this study concerning present practices point toward a need for reform within the institutions in which faculty participation in policy making will have a larger role, not only in relation to curriculum but also in relation to personnel practices.

Another of the conclusions reached is that providing students with writing practice is a major problem in many two-year colleges. The data demonstrate that many of these schools are substandard in the number of papers which students are required to write or in the small number of words required. It is concluded that this situation is the result of the overloading of teachers with too many and overly large classes. The data on class size and teaching loads reveal that this is indeed the case. This situation is explicitly stated by the teacher respondents to be one of the unique problems of teaching English in this type of institution. Its undesirable effects are felt not only on the students' writing but also on the professional welfare of the teachers. Every effort should be made through the cooperation of teachers and administrators to reduce class size and teaching load. Only by such a reduction can English instruction in the two-year college be on the quality level of such instruction in other types of institutions of higher education. *This NCTE-CCCC committee recommends that an English teacher in a two-year college should have no more than seventy-five students in composition and that he should have only three sections of composition, plus other teaching in literature, speech, drama, or whatever the nature of the program of the school dictates. It also recommends that no English teacher should have more than two different preparations unless he prefers a wider variety of courses.*

The report presents, in all of its complexity, the situation created by the open-door policy: a mass of students varying greatly in preparation, ability, and goals. The situation has baffled many teachers in the two-year colleges where students of such contrasting quality must, because of local conditions, be taught in the same classes. However, in the majority of the schools surveyed, 65.8 percent, the problem is handled by the placement of students in honors (advanced), regular, or remedial classes. The most usual pattern, 32 percent, consists of regular and remedial English. Because of the unselected and heterogeneous student population, proper placement becomes, then, the crucial step in English instruction in the two-year college. The survey of techniques and instruments for placement contained in this report leads us to conclude that the problem of identification of students for placement in English sections has not been solved. As one of the authors of this report says, "Obviously with many students needing much help, proper placement, both in remedial and regular English classes, is the first thing a staff must do for effective teaching." Teachers in the two-year colleges should make the topic of identification for placement a subject for research and discussion at their meetings and in the publications of NCTE and CCCC. They should also apply for funds to support projects in which more reliable instruments for placement can be developed.

Evidence presented in this report reveals the bewildering variety of what is called "Freshman English" in the two-year colleges. The great variation in cut off scores for placement in regular English, the wide range of writing requirements, the variety of patterns in texts and required reading make it impossible to construct an image of the course. It must not be thought that the authors of this report would consider as desirable a uniform course to be taught in all two-year colleges, even though the most frequently heard cry of the teachers in the responses to our questionnaires is for some kind of standard curriculum guide that would serve as an aid for the perplexed. Certainly local conditions warrant variation. Perhaps the publication now offered by CCCC as a presentation of patterns in basic first year English courses would contribute toward some uniformity. To facilitate better communication we recommend that greater opportunities for conference among teachers of English in two-year colleges be made available through local workshops, national study groups, the pages of the official publications of NCTE and CCCC, or even through a new publication devoted entirely to English in the two-year college. Teachers of English in the two-year colleges should take the initiative in organizing and sponsoring such groups and in supplying articles to the publications. Only by such strengthening of the channels of communication can the present bewilderingly varied scene be made one of rational pattern and order.

The incontrovertible fact that emerges from this study is that the remedial function is an integral and indispensable part of the English curriculum of the two-year college which has an open-door policy. The remedial course cannot be regarded as an illegitimate member of the curriculum which we hope some day to exile into the wilderness. It must be regarded as a *sine qua non* of the basic English program; as such we must give it our best resources to strengthen it and make it operative in the improvement of the language skills of the young people who are placed in remedial courses. Adequate funds for supporting such a program must be made available. Every effort must be made to awaken a realization of this need in college administrators, controlling boards, and taxpaying communities.

Fifty-eight percent of the chairmen who contributed data for this study described remedial English courses in their programs and 10 percent said they plan to innovate such courses. Certainly a course that exists to this extent should be examined to determine its effectiveness in achieving its objectives. Eighteen percent of the teachers contributing to this report were of the opinion that remedial courses are likely to be ineffective. The causes of such an opinion warrant investigation.

Many teachers undoubtedly identify remedial English courses with grammar. In spite of evidence that a knowledge of traditional grammar does not guarantee a carry over which leads to improvement in writing, this emphasis persists. Ninety-nine percent of the chairmen thought grammar important to one degree or another in the remedial course. In spite of the prominence today of the study of structural linguistics and transformational grammar, only 3 percent reported any departure from traditional grammar. Our study of the grammar included in regular English courses shows this same prevalence of traditional grammar. The facts of our study point to the simple truth that, on the whole, two-year college teachers of English do not know the newer developments in linguistics. This is confirmed by the fact that most of these teachers say they wish they had more training in linguistics (45.6%) and the history of the English language (30.8%). The ironic fact is that an examination of the years of teaching experience of the participating teachers shows that many of them are young persons whose formal training took place in recent years. We are led by these considerations to recommend:

1. That English teachers in two-year colleges make every effort to bring themselves up to date in the study of language through attendance at workshops and through publications useful in independent study. The facilities that now exist to enable high school teachers to pursue such self-improvement will have to be extended to include two-year college teachers.
2. That efforts be made to establish experimental centers for the development of methods and materials for use in remedial courses. Funds for such centers are becoming increasingly available.
3. That courses which may give teachers expertness in handling problems in remedial teaching be made available to them by university graduate schools.

Questioning of departmental chairmen as to what courses are subsumed under "English" in their schools revealed that such courses as these have, in a limited number of instances for each, been developed to meet the needs of students in various vocational programs: Business Letter Writing, Technical Report Writing, Advertising Copy, Radio and TV Writing. There remains a great opportunity for teachers to devise special English courses to fit the vocational programs that are being introduced in increasing numbers in the two-year colleges. The committee recommends this as an area for research. Undoubtedly teachers of English in the two-year colleges have been of the opinion that the needs of students in specialized vocational programs are best served in the more general terminal English course. The complaint of teachers about having terminal and transfer students in the same English course leads one to infer that the drift is toward differentiating terminal students from transfer students in placing them in English courses. Research is recommended in the development of terminal English courses of a distinctive nature that will serve especially the needs of students whose formal college work terminates at the end of the two year program and whose placement test results indicate that they cannot successfully complete a college transfer English course. The responses to the questionnaires did not yield significant information about any existing courses of this kind which show originality and insight into the nature and needs of students placed in such courses. Undoubtedly further inquiry about such courses needs to be made, and a study of them in depth also seems highly desirable. We recommend that workshops be set up especially devoted to the development of courses of study for terminal English, as distinguished from transfer English and from remedial English. However, the committee recognizes that in some situations grouping with ability alone as a criterion is undoubtedly a preferable procedure. The assumption of a universally applicable dichotomy of terminal and transfer courses would be unfortunate. Much research remains to be done concerning principles for determining the placement of students in English courses in the two-year college.

It is surprising that teachers who feel so strongly the need for help in solving the realistic problems encountered in the community, open-door two-year colleges have an attitude of contempt for schools of Education and their offerings. Yet it is in the field of Education and nowhere else that they can find the answers to their problems. We therefore recommend that a great effort be made to bridge the gap between subject matter respectability and professional training in the minds of English teachers in two-year colleges. They cannot afford to fumble as amateurs in areas of teaching where scientific information about the learning process and knowledge of materials and methods can turn them into proficient teachers of the poorly prepared and the disadvantaged.

They cannot afford to remain disappointed teachers yearning for selected students of high ability. Most of the two-year colleges are quite unlike Oxford ". . . whispering from her towers the last enchantments of the Middle Age." There are far too many teachers of English in two-year colleges who are disoriented persons, failing to face realistically the fact that they must adjust their subject matter specialty to the particular situation that exists in most of the colleges of this kind and that will exist to a greater extent in the future. We must point out to chairmen of English departments in four-year colleges and universities, through their now existing organization, that college teaching opportunities for students majoring in English will in the future increase in the two-year colleges and that these young people must not go into such positions, even if they are accepted, without the skills needed in teaching English in such schools. As Warner Rice pointed out some years ago ("Our Ph.D's—Where Do They Go from Here?" *PMLA,* February, 1952), if the graduate English departments do not give them such preparation, someone else will have to undertake it. We therefore recommend that a course in "The Teaching of English in the Two-Year College" become as standard a part of professional training as the already existing courses of this type for elementary and secondary school English, and that this course, if handled within the English department, be taught by someone as thoroughly acquainted with the two-year college situation as with the subject matter of the field.

We also recommend to chairmen of English departments in four-year colleges and universities that they try to make their students majoring in English aware that Education is not an alien country, but rather, a place where they can attain proficiencies and awarenesses that are prerequisite for successful teaching in the two-year colleges, especially in the remedial program. The mere fact that such majors in English can read with expert understanding the literary classics does not mean that they can offer helpful instruction to two-year college freshmen, some of whom have reading abilities on the ninth grade level or lower. The challenge remains for Education departments to offer more meaningful courses that will have genuine importance in the professional development of the people who enroll in them.

We recommend further that in the training of teachers of English for the two-year college such cooperation should come to exist among the various disciplines that there will no longer be applicants for teaching positions who only dimly understand what one means in speaking of general semantics, structural linguistics, transformation grammar, remedial and developmental reading, and programed learning. We recommend that courses in semantics, logic, and linguistics be required parts of the training of teachers of English for two-year colleges. We wish also to point out that frequently departments of speech, which place emphasis on the art of rhetoric, its practice as well as its history, offer potential English teachers much light on the art of composition. Unless such auxiliary fields become a part of the training of English teachers, the realistic needs of the open-door, community two-year college will quickly reveal the hoax of English teachers who are trained exclusively in belles lettres and other fine arts, valuable as these may be in other aspects of instruction in English and humanities. We recommend therefore that the four-year colleges and universities train teachers of English through such courses as these that we have mentioned and by an increased amount of training in the composing art itself.

We note with compassion one teacher's sense of regret that he did not have "supervision under a master teacher as a part of training" and "experience in grading compositions under critical supervision." He regrets that his training did not lead him to learn ". . . that I should not teach to impress my colleagues, but teach the students." We recommend an increased amount of practice teaching in two-year colleges as an indispensable part of preparation for such teaching and possibly the establishment of an internship in such teaching. Perhaps such training, as well as some of the courses mentioned above, can be incorporated into the required work for a higher degree in English.

Our study reveals that 54.8 percent of the teachers responding are members of the National Council of Teachers of English, that 32.2 percent belong to the Conference on College Composition and Communication, and 14.7 percent to the College English Association. The study also reveals that 41.8 percent of these teachers have not attended a single national professional meeting in the last five years and that over one third have not attended one local meeting in this same period of time. We must conclude that, at least to some extent, this slightness of attendance can be explained by the failure of the meetings to have relevance to the professional problems of teachers of English in two-year colleges. Certainly in recent times the professional organizations have begun to give time, space, and effort to two-year college English, at national meetings and in the pages of the journals. We recommend that these be increased so that thousands of teachers of English in the hundreds of two-year colleges will find help through their professional organizations in solving their baffling problems. As such help increases, membership in the organizations will undoubtedly increase.

We recommend that the present two-year college members of NCTE and CCCC take steps to establish affiliate organizations of two-year college teachers which will serve regional needs. There are at present regional organizations of two-year college teachers of English, as in the state of California. Would it not be possible to organize other regional groups of such teachers and to relate them to NCTE as affiliates? We recommend further that chairmen of English departments in two-year colleges seek to organize themselves as a national group comparable with that for chairmen in four-year colleges or as regional groups.

It is not a coincidence that the conclusions which we have reached by the examination of the data and the recommendations which we make are to some extent identical with those explicitly stated by the chairmen and teachers who contributed to this study and with the published conclusions of many workshops at CCCC conventions. These workers in the two-year colleges know what the situation is in the teaching of English to the students who come to this type of school. In most instances they also have the intelligence to know some of the means by which they can be helped, and they will undoubtedly find solutions to most of the problems with which they are now confronted. But it is for the people who are in authority in the professional organizations and in the upper divisions of higher education, as well as for those who control the use of funds by national foundations, to act now to help the teachers of English in the two-year colleges.

APPENDIXES

APPENDIX A

TEACHING ENGLISH IN THE TWO-YEAR COLLEGE: A BIBLIOGRAPHY

Bander, P. D. "Freshman English Experiment: General Education in a Traditional Curriculum," *Junior College Journal,* XXII (Feb., 1952), 337–339.

Article suggesting that traditional English curricula be enriched through enlisting the aid of departments other than English: from the department of religion, lecture on the great religions of the world, followed by student themes; general science, study of the weather, with some research on the subject; recording of poems in the department of speech, followed by discussion, interpretation, and written analyses in English classes; in art and portraits; and illustrations of original stories.

Bossone, Richard M. *The Training and Work of California Public Junior College Teachers of English.* Riverside, Calif.: Office of Riverside County Superintendent of Schools, 1964.

The results and recommendations of a study of the training and work of California public junior college English teachers obtained from a questionnaire sent to seventy-one California public junior colleges in January, 1964. Data presented in the study were based on fifty-four returns. The objectives of the study were (1) to ascertain the professional preparation and competence of English teachers, (2) to analyze the number and nature of English courses being offered, (3) to determine what constitutes a typical assignment for a beginning junior college English teacher, and (4) to make recommendations for the improvement of the training, working conditions, and continuing education of junior college English teachers. "Generally speaking the data reflect that the present background and training of California public junior college teachers are inadequate and that the great diversity of practices and policies in teaching create confusion and impede progress." The author offers five recommendations to improve the training of junior college teachers of English; seven recommendations to improve the working conditions; and five recommendations to improve the continuing education of junior college teachers of English.

Braddock, Richard, Richard Lloyd-Jones, and Lowell Schoer. *Research in Written Composition.* Champaign, Ill.: National Council of Teachers of English, 1963.

Report of a two and a half year study supported by the United States Office of Education; the first major restudy of published and unpublished research; clear statement of what—and how little—has been discovered about composition. The study suggests methods of research, summarizes five carefully selected studies, and discusses the state of knowledge about composition (study was done under the supervision and with the assistance of the NCTE Committee on the State of Knowledge about Composition). Most helpful are the references for further research, suggestions for most needed research, and a list of twenty-four questions which point out areas in which future investigators may wish to work.

Brown, E. L. "Teaching Sophomore Literature: Conference Method," *College English,* XVI (Feb., 1955), 296–302.

Enthusiastic account of a way to teach novels, poetry, and plays which appealed to twenty-two sophomores enrolled in the Webster City (Iowa) Junior College in 1954–55. Students of varying ability and sensitivity had certain latitude in choice of selections within types and hours of credit, from three to six. To facilitate discussion, they chose by vote to read some prescribed titles; read in library and in class; asked for conferences with the instructor or were asked to confer with her; held poetry reading sessions at designated intervals; attended monthly sessions of play reading; wrote papers on ideas and concepts as illustrated in their reading; and in general were stimulated to learn the pleasure to be found in the library shelves of the "800's."

Buckner, Mabel A. "Masterpieces Course for a Terminal Curriculum," *Junior College Journal,* XII (May, 1942), 511–513.

Statement of the philosophy underlying a terminal course at Christian College, showing need for personal guidance, individual conferences, and sharp differentiation between literary selections for the terminal and the transfer courses.

Carlsen, George Robert. "The Contributions of English to Home and Family Living," *Junior College Journal,* XX (Dec., 1959), 209–217.

The purpose of this article is to point out the changes that should take place if English is to contribute to the development of men and women for a rich experience in home and family relationships. The writer discusses the uses of language and literature in the English program to bring about a more meaningful experience in home and family living.

Christy, A. E. "Inter-Cultural Relations and American Education," *Association of American Colleges Bulletin,* XXVIII (May, 1942), 283–292.

Findings in college catalogues, including junior college catalogues, concerning courses in comparative literature; definition of the term "comparative literature" and reasons for its study in this country.

Cross, Neal. "Good College Reading," *College English,* II (March, 1941), 603–604.

Examples of reading by freshmen at Menlo School and Junior College, used to demonstrate the relative position of two kinds of interpretation: the author's meaning, the reader's meaning.

————. "Current Status of the Two-Year College," *College Composition and Communication,* XII (Oct., 1961), 131–133.

Picture of the two-year college: shows rapid growth to meet needs of "people's college" (in 1960–1961, 663 in the United States, with 510,000 regular and 206,000 adult education students); urges research in the new field (only one article among 608 in *Education Index* from 1950–1960 deals specifically with basic communication); compares with senior institutions—qualifications of teachers, sources of teacher supply, and salaries (mean salary approximates that of an associate professor at a senior institution); discusses academic standards; and states the basic theory upon which the junior college curriculum rests: professional training, along with "an especially designed component" of general and liberal studies.

Diel, George. "A Portrait of the 'Typical' Instructor of English in the Junior College," *College English,* IV (Oct., 1942), 46–49.

Portrait of the typical English teacher in the public junior colleges as indicated by a survey of the educational background, socioeconomic

status, and professional rating of a group of English teachers in public junior colleges; author believes portrait typical for all America and questions the competency of such a teacher.

———. "Digest of Report of the Cooperative Committee on Junior College Speech Education," *Quarterly Journal of Speech,* XXVII (Spr., 1941), 320–321.

Recommendations: (1) the teacher have a graduate major in speech plus study of the problems of the junior college, (2) proficiency tests in speech for entering students, (3) classes no larger than twenty-five, (4) encouragement of speech contest program, (5) meeting needs of individuals by varying training (after the fundamental course), and (6) basing the philosophy of speech education on philosophy of the junior college responsibility for training both the preuniversity students and the terminal students.

Eels, Walter Crosby. "Junior College Doctoral Dissertations—Supplementary List," *Junior College Journal,* XXII (Sept., 1962), 16–19.

Eels supplements the list prepared by Parker. He points out that he was the author of the first extensive bibliography on the junior college (Eels, Walter C. *Bibliography on Junior Colleges.* Washington: U.S. Government Printing Office, 1930) that contained, among its 1,600 references, data on twelve doctoral dissertations. Additional references, to the total of 5,362, were noted in the first fifteen volumes of the *Junior College Journal.* Eels lists 64 dissertations, some dating from 1918, in this article.

———. " 'A Portrait of the "Typical" Instructor of English in the Junior College,'—A Comment," *College English,* IV (Jan., 1943), 255–256.

Statement that Professor Diel's portrait is unacceptable; doubts the validity of the generalization that the portrait is typical of the entire nation.

Fisher, B. E. "Communications, a Year's Work," *Junior College Journal,* XXII (Oct., 1951), 86–89.

Account of a year's experiment at Santa Monica (California) Junior College in student-directed communications classes. Panel discussions, group corrections of the themes, motivation of underachievers, and the like were used. Results showed improvement in the lowest group

of students and more rapid development of skills among the better students.

———. "Communications Courses for Junior Colleges," *Junior College Journal,* XXI (Jan., 1951), 289–291.

A brief *raison d'être* for the communications type of freshman course with emphasis on the philosophy that any means should be used to improve the linguistic skills of students. The basic generalization is good, although some may question the emphasis on the panel discussion, student directed, as *the* method which seems most successful.

Fortenberry, Warren D. "Magazine and Newspaper Reading of Junior College Freshmen," *Journal of Developmental Reading,* V (Autumn, 1961), 67–69.

Study of reading habits of 282 incoming freshmen at Hinds Junior College, Raymond, Mississippi, shows that this group prefers (and reads frequently) *Saturday Evening Post, Look, Life,* and *Reader's Digest.* Majority of those tested from rural or semirural communities.

Frost, Inez. "An English Testing and Guidance Program," *Junior College Journal,* XVII (Feb., 1947), 234–243.

Report of experiment at Junior College, Hutchinson, Kansas. Various diagnostic tests were administered at beginning of freshman year; those areas in which the students showed weaknesses were emphasized on an individual basis in the course of the year, and improvement beyond national norm discovered on retesting at the end of the year. A plea is made for a more systematic approach to the correction of various errors in grammar, deficiencies in reading skills, and the like.

Graham, C. B. "Literature Courses for Terminal Students," *College English,* II (Apr., 1941), 682–687.

Article expressing the point of view that needs of terminal students do not demand drastic changes in literature courses.

Gregory, J. W. "Approach to Functional English in a Four-Year Junior College," *Junior College Journal,* XXIX (Dec., 1958), 203–205.

Dealing with the teaching of English in a general education program as set forth in *General Education in School* and *College and a College Program in Action.* Mechanically the course should run concurrently

with the core program (required work), allowing exemptions from all phases but requiring the student to use the laboratory for help in all courses. The English program should be an integral part of the total learning experience and not a separate discipline taken by freshmen. If English is to be most effective, it must be constantly studied and practiced.

Hays, Edna. *The College Teaching of English: A Bibliography, 1941–44.* Champaign, Ill.: National Council of Teachers of English, 1946.

List of 237 items, of which 17 deal with English in the two-year college. Of these, 2 are concerned with the teaching of composition; 1, communication; 1, journalism; 1, reading; 1, remedial reading; 2, literature for the terminal student; 1, comparative literature; 3, humanities; 3, speech; and 2, the typical English instructor in the public junior college.

———. "The Teaching of English: A Bibliography, July, 1948 to July, 1949," *College English,* II (May, 1950), 433–455.

List of 152 items, of which 2 deal with English in the two-year college. Of these, 1 is concerned with the English program; 1, with literature. Documents listed in this bibliography indicate that experimentation in the English program centers in freshman English, particularly in the "communications" courses. Spokesmen for the humanities urge their important contribution to general education. One of the most notable developments in the humanities is taking place in engineering education. In suggestions for preparing teachers of English emphasis falls on desirable personal qualities.

Hines, Herbert Waldo. "Teaching Humanities, a One-Man Job," *Junior College Journal,* XIII (Sept., 1942), 25–27.

Description of the humanities survey course given in the Chicago City Junior College; author believes the course should be required throughout the United States. Emphasis on one person teaching all aspects of the course.

Johnson, B. Lamar. *The Public Junior College.* 55th Yearbook of NSSE, Pt. 1. Chicago: National Society for the Study of Education, 1956, pp. 323–338.

A selected annotated bibliography of books and articles, published from 1950–1954, concerning the junior college. Particular phases of the junior college movement are listed under classifications, such as

"Philosophy and Objectives," "History and Emergence," and "Current Development." The annotations do not indicate that any entry is concerned solely with freshman college English.

Johnson, Roy Ivan, and Hugh McCammon. "Language Instruction in the Junior College," *College English,* II (March, 1941), 584–592.

Contention that the junior college must provide for the communication needs of students; that the course in English must analyze these needs; definition of the term "communication" given, together with an analysis of basic skills and provision for their exercise.

Jones, Anne Prisleau. "Freshman Studies, an Experimental Course at Lawrence College," *The Educational Record,* XXXV (July, 1954), 208–220.

Discusses the philosophy underlying a freshman studies course and outlines the method and content of such a course. Replacing the traditional, required course in freshman English, this course is required of all freshmen enrolled at Lawrence College. It carries four hours of credit in each of two semesters and meets four times a week. "Freshman studies" is an organization and selection of material so that the freshman will be introduced to the idea of a liberal education.

————. "The Junior College: A Challenge to Speech Educators," *Quarterly Journal of Speech,* XXIX (Dec., 1943), 499–501.

Discussion concerning the few offerings in speech in the junior colleges; concern indicated by the scheduling of a junior college section meeting at every national convention of the Speech Association of America since 1931.

————. "Speech Courses for the Junior College Terminal Curricula," *Quarterly Journal of Speech,* XXIX (Oct., 1943), 360–362.

Recommendations of a specific program in speech (following discussion of the dual purpose of the junior college: pre-university and terminal); reports figures to show that in 1940 almost 40 percent of 494 junior colleges did not offer speech.

Kitzhaber, Albert R. *The Two-Year College and the Teaching of English,* A Report of the Incoming President of the National Council of Teachers of English to the Executive Committee, November, 1963. Champaign, Ill.: National Council of Teachers of English, 1964. Offers suggestions for improving the teaching of English in the junior college: better teachers, smaller classes, separate sequences for terminal and transfer students; more effective teaching of the humanities needed.

Kroeger, Frederick P. "Changing the Wrong Attitude," *College Composition and Communication,* XIV (February, 1963), 56.

The use of a series of themes, beginning with the first one in regular English, to show students that they really can write.

Larson, P. Merville. "Remedial Reading for Freshmen," *Junior College Journal,* XI (Jan., 1941), 250–252.

Report of a course in remedial reading at North Park College, Chicago, describing the selection of the group, teaching method, and results.

Lefevre, Helen. "Materials for Teaching Remedial Reading in College," *Junior College Journal,* XXXI (Nov., 1960), 151–155.

This article gives a bibliography for "Teaching Remedial Reading in College," divided under these headings: Vocabulary Builders, Reading Texts Designed for High School Use, Texts Intended for College Remedial Work, Other Possible Texts, Resource Materials, Reading Lists, Mechanical Devices. From the annotations, it is evident that no entry under the various headings was specifically written or designed for the two-year college; however, all teachers of freshman college remedial English may find entries of interest.

Mains, Mary F., and Charles C. Collins. "The Developmental Reading Course and Junior College Objectives," *Junior College Journal,* XXXI (Nov., 1960), 123–129.

A brief description of the developmental reading course taught at Coaling College, a two-year college in California. Because this college teaches all comers, the course was introduced to help the unprepared student normally classed as not "college calibre." The attrition rate for the total freshman class during the fall semester dropped from 19 to 11 percent. Other supporting data show the need for such a course.

McChesney, M. L. "Stimulating Enthusiasm for Creative Writing," *Junior College Journal,* XXVII (Sept., 1956), 48–49.

The author describes the assignment given to her second semester freshman English class. From a series of pictures, taken from any source, the author helps her students create a short story of their own.

McCormac, Russell A. "Journalism in the Junior College," *Junior College Journal,* XI (Jan., 1941), 260–262.

Objectives for courses in journalism in the junior college are given as these: to provide training in the subject matter, to furnish experience in putting out a college paper, to develop leadership in college activities, and to become a medium for public relations.

McKiernan, John, and others. "The College Teaching of English: A Bibliography (1954 to 1956)," *College English,* XIX (Oct., 1957), 17–26.

List of ninety-eight items of which two deal with English in the two-year college. Of these one is concerned with an experiment; the other with reading.

Moloney, Michael. "Advanced Writing at Wright," *Junior College Journal,* XII (Jan., 1942), 251–253.

Description of an advanced writing course at Wright Junior College, Chicago, giving organization and procedures.

Morrison, D. G. "Articulation of the High School and the Public Community Junior College in the United States," *National Association of Secondary-School Principals Bulletin,* XLIII (Sept., 1959), 102–107.

This article shows that the community junior college is attempting to remove unnecessary obstacles and to provide smooth transition from secondary to higher education. The procedure for accomplishing this is reviewed from the standpoint of programs, students, teachers, and organization of the community junior college. One area in which the public community junior college is being rated highly by accrediting committees, students, parents, and communities is the articulation with both the high school and the university. Evidence of this excellence in articulation is most frequently discovered by examining programs, students, and student services, instructors and instruction, and the organization of the university itself.

Parker, Franklin. "The Community Junior College—Enfant Terrible of American Higher Education: A Bibliography of 225 Doctoral Dissertations," *Junior College Journal,* XXXII (Dec., 1961), 193–204.

Notes three phases through which the junior college has passed. Two hundred twenty-five doctoral dissertations describing this movement are listed. Parker terms the first phase, 1850–1920, the emergence of the junior college as a separate institution equipped to offer the first two years of baccalaureate preparation. William Rainey Harper, President of the University of Chicago, was most dynamic in the movement; the second stage, 1920–1945, was concerned with the development of the terminal and semiprofessional function. From 1920 onward, through Jesse P. Bogue, Executive Director, AAJC, the movement gained national direction. The current stage, 1945 onward, emphasized the community aspect of junior colleges. This was found to be the "taproot"—community centered, community served, community devised, community appreciated. This latter cycle has not yet run its course. New countries of Asia and Africa are looking past the university systems of Europe to our junior colleges as a means of achieving a broadly based, intelligent citizenry. However, the junior college is still searching through a forest of uncertainties. Is it best fitted to be a short term institution (one, two, or three years) or a four-year one as an academic, vocational, professional, or preprofessional college? How should its instructors be trained, its programs decided upon, its students admitted, its support arranged? The studies listed raise more questions than they provide answers; they are springboards for further research.

Radner, Sanford. "The Community College Reading Program," *Junior College Journal*, XXX (March, 1960), 379–380.

Reading problems tend to be acute in the two-year community college because the college attempts to provide higher education for the terminal student whose verbal ability may be markedly below that of the traditional four-year college student. During 1958–1959, Staten Island Community College experimented with a reading program developed from materials furnished by the Perceptual Development Laboratories of St. Louis, Missouri. Fifteen electrical technology students were selected for the intensive reading program. Instructors and students considered the course valuable and most students showed marked improvement in their ability to read.

————. "Three-track Community College English Program," *Junior College Journal*, XXIX (Oct., 1958), 97–100.

Varying methods of instruction are described to achieve four objectives of the English curriculum at Staten Island Community College, New York City: "develop communication skills, instill knowledge of the communication process, understand functions of mass media, understand and appreciate imaginative literature." Students in three curriculum sequences (liberal arts, pre-engineering, and terminal technology) receive an English course commensurate with what the

writer believes to be the student's verbal ability and background. This multiple track program of instruction, with varying depths of content, serves to unify the course objective through differentiation of materials and methods of instruction.

Resnick, Joe. "Making English Composition More Vital," *Junior College Journal,* XII (Dec., 1941), 218–219.

Account of a project in which errors made in student compositions were used in creating a workbook.

Ruggiero, Vincent R. "A Choice of Attitudes," *College Composition and Communication,* XVI (Feb., 1965), 40–43.

". . . Unless a junior college has a clearly identified vocational program leading to a diploma or certificate different from and academically inferior to the associate degree, the terminal and transfer courses should be essentially the same."

Sister Mary Emmanuel. "College English for Freshmen," *Junior College Journal,* XXIII (Apr., 1953), 451–456.

A report on an original approach to the teaching of freshman English. Students were arranged into two groups on the basis of placement tests. The better students in Group A were motivated by never writing an unnecessary word: their aim was to publish what they wrote. Plan and method for teaching twelve students in the course are discussed in the article.

Weingarten, Samuel. "Boundaries of Reading in Satisfying Needs," *Education,* LXXXIV (Apr., 1964), 480–489.

The article traces the history of bibliotherapy from classical times to the present, then points out that on the college level the extent of bibliotherapy is not "commensurate with the importance and recognition of the approach."

———. "The Concept of Democracy in a Survey Course in the Humanities," *College English,* III (Feb., 1942), 471–480.

Description of the Survey Course in the Humanities given at Wright Junior College, Chicago; emphasis on giving understanding of the tradition and values of democracy through presentation in chronological order of the major epochs of Western cultural history.

———. "Developmental Values in Voluntary Reading," *The School Review,* LXII (April, 1954), 222–230.

Discusses the results of a questionnaire survey. The purpose of this survey was to determine (1) the extent to which their voluntary reading of books had helped 1,256 adolescents and young adults master the developmental tasks characteristic of their growth level, (2) the types of books which had developmental values for them, and (3) the kinds of life-problems that their reading helped them solve. Conclusion: It is the task of teachers, librarians, clinicians, and counselors to guide youth to books which combine interest and value for young people and which have potentialities for assuming a dynamic role in the cluster of factors which affect personal and social development.

———. "A Junior College Demonstration Room in the Humanities," *Educational Screen,* XXII (Feb., 1943), 44–46.

Discussion of the Survey Course in the Humanities as given in the Chicago City Junior College, with a description of the work done in the Humanities Demonstration Room at Wright Junior College.

Wheelock, F. M. "Great Books Course," *Junior College Journal,* XXVII (Oct., 1956), 109–111.

The reading matter for this course consists of either complete works or lengthy excerpts from the works of some of the greatest minds and literary artists which Europe has produced from classical antiquity to the nineteenth century. Course open only to sophomores who are felt to have the maturity to cope with these works.

Winetrout, Kenneth. "Communications," *The Journal of Higher Education,* XXI (Feb., 1950), 87–90.

Discusses the shortcomings of the traditional English program. Communication courses based on the findings of educational research have grown up in an effort to overcome the shortcomings of the conventional composition program. The communications course with its usual emphasis on four related areas—reading, writing, speaking, and listening, is better able than the traditional course to treat the special needs of individual students and to make clinical assignments in the case of those having unusual deficiencies.

Wood, William R. "Literature for the Community College," *English Journal,* XXXVIII (June, 1949), 322–327.

Analyzes the makeup of the student body of the emerging community college and draws a sharp contrast between it and the traditional junior college. Defines the community college in the light of the purposes for which it is being established, designates the several divisions of the prospective student body, and sketches a few basic assumptions upon which the student of literature in the community college ultimately may be taught.

APPENDIX B

STATISTICAL TABLES RELATED TO TYPES OF TWO-YEAR COLLEGES

We have found that generally there are three types of organization of the two-year college: (I) in conjunction with a high school, (II) in conjunction with a four-year college, or (III) an organization completely independent of either of these. The following series of charts shows many things about teaching conditions in these institutions; Column I always refers to Type I, Column II to Type II, and Column III to Type III:

"I teach all composition courses."

I		II		III	
4	16.0%	2	18.2%	24	12.9%
N = 25		N = 11		N = 187	

"I teach some composition and some literature courses."

I		II		III	
16	64.0%	8	72.7%	149	80.1%
N = 25		N = 11		N = 187	

Number of preparations

	I		II		III	
1	1	4.0%	0		3	1.6%
2	8	32.0	4	36.4%	39	20.9
3	12	48.0	7	63.6	93	50.0
4	3	12.0	0		43	23.1
5	0		0		7	3.8
	N = 25		N = 11		N = 187	

Total number of students

	I		II		III	
Fewer than 50	0		0		3	1.6%
51–75	3	12.0%	2	18.2%	9	4.8
76–100	6	16.0	0		22	11.8
101–125	14	56.0	4	36.4	65	34.9
126–150	2	8.0	3	27.3	52	27.9
Over 150	2	8.0	2	18.2	34	18.3
	N = 25		N = 11		N = 187	

Normal number of contact hours with classes

	I		II		III	
9	2	8.0%	1	.4%	6	3.2%
12	6	24.0	6	54.6	32	17.2
15	12	48.0	3	27.3	129	69.4
18	2	8.0	0		15	8.1
Over 18	1	1.4	1	.4	1	0.54
	N = 25		N = 11		N = 187	

Average size of composition classes

	I		II		III	
15–20	2	8.0%	1	9.1%	13	6.9%
21–25	14	56.0	3	27.3	62	33.3
26–30	9	36.0	5	45.5	59	31.7
31–35	0		1	9.1	34	18.3
36–40	0		1	9.1	13	6.9
Over 40	0		0		2	1.1
	N = 25		N = 11		N = 187	

Preferred total number of students

	I		II		III	
50–75	4	16.0%	3	27.3%	14	7.5%
76–100	13	52.0	2	18.2	99	53.2
101–125	5	20.0	4	36.4	33	17.7
126–150	1	4.0	1	9.1	23	12.4
Over 150	0		0		2	1.1
	N = 25		N = 11		N = 187	

Preferred total number of students in composition

	I		II		III	
25–50	8	32.0%	4	36.4%	71	38.2%
51–75	12	48.0	3	27.3	73	39.3
76–100	3	12.0	3	27.3	26	13.9
101–125	1	4.0	0		7	3.8
Over 125	0		0		0	
	N = 25		N = 11		N = 187	

Preferred total number of preparations

	I		II		III	
1	1	4.0%	0		1	0.5%
2	14	56.0	6	54.6%	81	43.6
3	9	36.0	5	45.5	83	44.6
4	0		0		13	6.9
5	0		0		2	1.1
	N = 25		N = 11		N = 187	

Preferred size of composition classes

	I		II		III	
Under 15	0		0		10	5.4%
16–20	9	36.0%	5	45.5%	66	35.5
21–25	13	52.0	5	45.5	88	47.3
26–30	2	8.0	1	9.1	13	6.9
31 or over	0		0		2	1.1
	N = 25		N = 11		N = 187	

Preferred size of literature classes

	I		II		III	
Under 15	0		0		4	2.2%
16–20	3	12.0%	0		18	9.7
21–25	5	20.0	3	27.3%	44	23.7
26–30	11	44.0	3	27.3	44	23.7
31–40	3	12.0	1	9.1	48	25.8
41–50	0		0		9	4.9
51–75	0		0		0	
Over 75	0		3	27.3	0	
Very large	0		1	9.1	5	2.7
	N = 25		N = 11		N = 187	

Preferred number of contact hours

	I		II		III	
Under 10	1	4.0%	3	27.3%	9	4.8%
11	2	8.0	1	9.1	4	2.2
12	10	40.0	4	36.4	99	53.2
13	0		1	9.1	1	0.5
14 or more	9	36.0	1	9.1	64	34.4
	N = 25		N = 11		N = 187	

Preferred number of conference hours

	I		II		III	
Up to 10	16	64.0%	9	81.8%	139	74.7%
11–15	3	12.0	1	9.1	20	10.8
16–20	1	4.0	0		3	1.6
21–25	1	4.0	0		0	
More than 25	1	4.0	0		2	1.1
	N = 25		N = 11		N = 187	

Facilities in the following areas considered adequate or inadequate

	I		II		III	
	Adequate	Inadequate	Adequate	Inadequate	Adequate	Inadequate
Classrooms	17 68.0%	8 32.0%	6 54.6%	2 18.2%	137 73.7%	45 24.2%
Size of classrooms	21 84.0	4 16.0	9 81.9	0	155 83.3	28 15.1
A-V mat.	21 84.0	4 16.0	7 63.6	2 18.2	134 72.0	43 23.1
Secretary	8 32.0	17 68.0	8 72.7	2 18.2	77 41.4	105 56.5
Offices	11 44.0	14 56.0	7 63.6	3 27.3	90 48.4	93 50.0
Library	12 48.0	13 52.0	8 72.7	2 18.2	96 51.6	82 44.1
	N = 25		N = 11		N = 187	

APPENDIX C

TWO-YEAR COLLEGES PARTICIPATING IN THIS STUDY

Institution	*Location*
ALABAMA	
Sacred Heart Junior College	Cullman
ARKANSAS	
Southern Baptist College	Walnut Ridge
CALIFORNIA	
Alan Hancock Junior College	Santa Maria
American River Junior College	Sacramento
Antelope Valley College	Lancaster
Bakersfield College	Bakersfield
Cabrillo College	Aptos
Chaffey College	Alta Loma
College of the Desert	Palm Desert
College of Marin	Kentfield
College of San Mateo	San Mateo
College of the Sequoias	Visalia
College of the Siskiyous	Weed
Compton College	Compton
Deep Springs College	Deep Springs
Diablo Valley College	Concord
El Camino College	Torrance
Fresno City College	Fresno
Fullerton Junior College	Fullerton
Grossmont College	Spring Valley
Hartnell College	Salinas
Humphreys College	Stockton
Imperial Valley College	Imperial
Los Angeles City College	Los Angeles
Los Angeles Harbor College	Wilmington
Los Angeles Pierce College	Woodland Hills
Los Angeles Valley College	Van Nuys
Modesto Junior College	Modesto

Institution	*Location*
Mt. San Antonio College	Walnut
Napa Junior College	Napa
Oakland City College	Oakland
Orange Coast College	Costa Mesa
Pasadena City College	Pasadena
Porterville College	Porterville
Riverside City College	Riverside
Sacramento City College	Sacramento
San Bernardino Valley College	San Bernardino
San Diego City College	San Diego
San Diego Mesa College	San Diego
San Jose City College	San Jose
Santa Monica City College	Santa Monica
Santa Rosa Junior College	Santa Rosa
Valley College	Van Nuys
Ventura College	Ventura
Yuba College	Marysville
CANAL ZONE	
Canal Zone College	Balboa Heights
COLORADO	
Lamar Junior College	Lamar
Mesa College	Grand Junction
CONNECTICUT	
Mitchell College	New London
New Haven College	New Haven
DELAWARE	
Wesley College	Dover
DISTRICT OF COLUMBIA	
Mt. Vernon Junior College	Washington
FLORIDA	
Central Florida Junior College	Ocala
Chipola Junior College	Marianna

Institution	*Location*
Collier-Blocker Junior College	Palatka
Florida College	Temple Terrace
Gibbs Junior College	St. Petersburg
Gulf Coast Junior College	Panama City
Indian River Junior College	Fort Pierce
Manatee Junior College	Bradenton
Miami-Dade Junior College	Miami
Palm Beach Junior College	Lake Worth
Rosenwald Junior College	Panama City
St. Johns River Junior College	Palatka
St. Petersburg Junior College	St. Petersburg

GEORGIA

Andrew College	Cuthbert
Augusta College	Augusta
Columbus College	Columbus

IDAHO

Boise Junior College	Boise
Ricks College	Rexburg

ILLINOIS

Black Hawk College	Moline
Bloom Township Community College	Chicago Heights
Chicago City Junior College—Amundsen Campus	Chicago
Chicago City Junior College—Bogan Campus	Chicago
Chicago City Junior College—Crane Campus	Chicago
Chicago City Junior College—Loop Campus	Chicago
Chicago City Junior College—Southeast Campus	Chicago
Chicago City Junior College—Wilson Campus	Chicago
Chicago City Junior College—Wright Campus	Chicago
Elgin Community College	Elgin
Felician College	Chicago
Joliet Junior College	Joliet
Kendall College	Evanston
Lincoln College	Lincoln
Lyons Township Junior College	LaGrange
Springfield Junior College	Springfield
Thornton Junior College	Harvey
Trinity Christian College	Palos Heights

Institution	Location
INDIANA	
Ancilla Domini	Donaldson
IOWA	
Centerville Community College	Centerville
Clinton Junior College	Clinton
Creston Community College	Creston
Ellsworth College	Iowa Falls
Emmetsburg Community College	Emmetsburg
Fort Dodge Community College	Fort Dodge
Muscatine Community College	Muscatine
Webster City Junior College	Webster City
KANSAS	
Central College	McPherson
Chanute Junior College	Chanute
Coffeyville College	Coffeyville
Donnelly College	Kansas City
Hutchinson Junior College	Hutchinson
Iola Junior College	Iola
Kansas City Junior College	Kansas City
Parsons Junior College	Parsons
KENTUCKY	
Bethel College	Hopkinsville
Cumberland College	Williamsburg
Lees Junior College	Jackson
Lindsey-Wilson Junior College	Columbia
St. Catharine Junior College	Springfield
LOUISIANA	
St. Joseph Seminary	St. Benedict
MAINE	
Westbrook Junior College	Portland

Institution	*Location*
MARYLAND	
Catonsville Community College	Baltimore
Prince George Community College	Suitland
University of Baltimore Junior College	Baltimore
MASSACHUSETTS	
Dean Junior College	Franklin
Newton Junior College	Newtonsville
North Essex Community College	Haverhill
Pine Manor Junior College	Wellesley
Quincy Junior College	Quincy
Wentworth Institute	Boston
Worcester Junior College	Worcester
MICHIGAN	
Delta College	Bay City
Flint Community Junior College	Flint
Grand Rapids Junior College	Grand Rapids
Jackson Junior College	Jackson
Kellogg Community College	Battle Creek
Lansing Community College	Lansing
Muskegon County Community College	Muskegon
Northwestern Michigan College	Traverse City
Port Huron Junior College	Port Huron
South Macomb Community College	Warren
MINNESOTA	
Ely Junior College	Ely
Eveleth Junior College	Eveleth
Fergus Falls Junior College	Fergus Falls
General College (University of Minnesota)	Minneapolis
Rochester Junior College	Rochester
Worthington Junior College	Worthington
MISSISSIPPI	
Copiah-Lincoln Junior College	Wesson
East Central Junior College	Decatur
Meridian Junior College	Meridian
Northeast Mississippi Junior College	Booneville
Okolona College	Okolona

MISSOURI

Institution	Location
Cottey College	Nevada
Junior College of Flat River	Flat River
Metropolitan Junior College	Kansas City
Mercy Junior College	St. Louis
St. Mary's Junior College	O'Fallon
Southwest Baptist College	Bolivar
Stephens College	Columbia
Wentworth Military Academy	Lexington

NEBRASKA

Institution	Location
McCook College	McCook
Scottsbluff Junior College	Scottsbluff

NEW HAMPSHIRE

Institution	Location
Colby Junior College	New London

NEW JERSEY

Institution	Location
Trenton Junior College	Trenton
Union Junior College	Cranford

NEW MEXICO

Institution	Location
Roswell Community College	Roswell

NEW YORK

Institution	Location
Bronx Community College	New York
Broome Technical Community College	Binghamton
Catherine McAuley College	Rochester
Dutchess Community College	Poughkeepsie
Fashion Institute of Technology	New York
Mater Christi Seminary	Albany
Mohawk Valley Community College	Utica
Morrisville Agricultural & Technical Institute (State University of New York)	Morrisville
New York City Community College	Brooklyn
Orange County Community College	Middleton
Packer Collegiate Institute	Brooklyn

Institution	*Location*
Queensboro Community College	Bayside
St. Joseph's Seraphic Seminary	Callicoon
Sancta Maria Junior College	Buffalo
State University of New York Agricultural & Technical Institute	Delhi
State University of New York Agricultural & Technical Institute	Farmingdale
Staten Island Community College	Staten Island
Westchester Community College	Valhalla
NORTH CAROLINA	
Chowan College	Murfreesboro
Gaston Technical Institute	Gastonia
Lees-McRae College	Banner Elk
Montreat-Anderson College	Montreat
Peace College	Raleigh
Warren Wilson College	Swannanoa
NORTH DAKOTA	
Bismarck Junior College	Bismarck
OHIO	
Lourdes Junior College	Sylvania
Urbana College	Urbana
University of Toledo (Junior College Unit)	Toledo
OKLAHOMA	
Connors State Agriculture College	Warner
Sayre Junior College	Sayre
St. Gregory's College	Shawnee
OREGON	
Central Oregon College	Bend
Multnomah College	Portland
Southwestern Oregon College	North Bend
PENNSYLVANIA	
Community College of Temple University	Philadelphia
Harcum Junior College	Bryn Mawr

Institution	*Location*
Keystone Junior College	La Plume
Mount Aloysius Junior College	Cresson
Novitiate St. Isaac Jogues	Wernersville
Pennsylvania State University—Ogantz Campus	Abington
Pennsylvania State University Center	Wilkes-Barre
Spring Garden Institute	Philadelphia
York Junior College	York

South Carolina

Friendship Junior College	Rock Hill
Spartanburg Junior College	Spartanburg

Tennessee

Freed-Hardeman	Henderson
Martin College	Pulaski
Owen Junior College	Memphis

Texas

Allen Academy Junior College	Bryan
Alvin Junior College	Alvin
Amarillo College	Amarillo
Concordia College	Austin
Decatur Baptist College	Decatur
Del Mar College	Corpus Christi
Howard County Junior College	Big Springs
Kilgore College	Kilgore
Laredo Junior College	Laredo
Navarro Junior College	Corsciana
Paris Junior College	Paris
San Angelo College	San Angelo
San Antonio College	San Antonio
South Plains College	Levelland
Texas Southmost College	Brownsville
Weatherford College	Weatherford

Utah

Carbon College	Price
Snow College	Ephraim

Institution	*Location*
VERMONT	
Green Mountain College	Poultney
VIRGINIA	
Averett College	Danville
Southern Seminary Junior College	Buena Vista
Stratford College	Danville
Virginia State College (Norfolk Division)	Norfolk
WASHINGTON	
Columbia Basin College	Pasco
Everett Junior College	Everett
Highline College	Seattle
Olympic College	Bremerton
Skagitt Valley College	Mount Vernon
Tacoma Catholic Junior College	Tacoma
Wenatchee Valley College	Wenatchee
WISCONSIN	
Juneau County Teachers College	New Lisbon
Milwaukee Institute of Technology	Milwaukee
Teachers College	Manitowoc
WYOMING	
Goshen Community College	Torrington